Ontario Secondary School Literacy Test

2004–2005

Provincial Report

EQAO
Education Quality and Accountability Office

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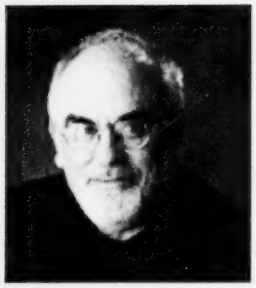


Charles E. Pascal
Chair, Board of Directors

Message from the Chair

As the recently appointed chair of the board, I am pleased to play a part in EQAO's ongoing contribution to creating a true culture of learning in Ontario.

Effective learning is aided by sound information about progress. EQAO assessments are designed to provide an additional source of information to assist educators in making school-based decisions as they strive to ensure that all students are successful learners.

In this regard, the results of the Ontario Secondary School Literacy Test (OSSLT) indicate a good deal of learning: learning on the part of the students, reflected in increasing pass rates; learning on the part of educators, who have successfully used previous results to find innovative ways to support students; and learning on the part of the government, which has provided additional resources to assist students who require additional support.

The OSSLT is an investment in literacy, which in turn is an investment in our students' future and in the health and well-being of our communities. Literacy is an essential foundation for every student in Ontario and for all of us who aspire to lifelong learning. Simply put, we all need to read and write effectively, so that we can participate in a civil society and thrive in a knowledge economy.

This test provides valuable information to students, parents and the public about the literacy levels of Ontario students at age 15. A successful result gives the public confidence that the student has acquired the basic reading and writing skills expected by the end of Grade 9.

While the October 2004 results are very encouraging, there is still work to be done. We need to do more to ensure success for new Canadian students and for those with special needs. All education partners need to continue strengthening our alliance for learning, given our common goal that every student be a successful learner.

EQAO welcomes the opportunity to continue learning with and from educators, school boards and parents in order to increase student success.

Charles E. Pascal
Chair, Board of Directors

Foreword

Marguerite Jackson
Chief Executive Officer

The Ontario Secondary School Literacy Test is an important element of our shared commitment to improving student achievement. Once again this year, the results are encouraging. The innovative and concentrated efforts of school and board staffs across Ontario are making a difference for students.

The purpose of the literacy test is to determine whether students have achieved or exceeded the minimum acceptable level of reading and writing skills described in *The Ontario Curriculum*, across all subjects, up to the end of Grade 9. The success rate has improved in each of the past three years, with 82% of fully participating students successful this year.

The following summary compares additional key results from the literacy test conducted on October 27 and 28, 2004, with the results of the 2003 test.

- Boys' and girls' success rates have both increased by 6%, with the gender gap remaining steady at 7% in favour of girls.
- Students with special needs (excluding gifted) performed better on the literacy test by 11% in 2004 compared to 2003 despite lower deferral rates.
- The success rate of English as a second language and English literacy development learners rose 8% despite lower deferral rates.
- The success rates of students in applied and academic English courses improved by 13% and 4% respectively despite lower deferral rates.

The literacy test produces valuable information that identifies student needs related to reading and writing skills. As educators, we must use every available tool to ensure students acquire these skills, which are essential for their future.

The October 2004 OSSLT report reflects an upward trend in student literacy in the province. Included in this year's report are school success stories that are representative of the many exemplary practices in school communities across the province. I am pleased to acknowledge the innovative initiatives being developed to assist students in reaching high levels of achievement.

Marguerite Jackson
Chief Executive Officer

EQAO
Education Quality and Accountability Office

Highlights of Provincial Results

Ontario Secondary School Literacy Test, 2004–2005

The OSSLT Supports Quality Assurance and Accountability

- The Ontario Secondary School Literacy Test (OSSLT) is a quality assurance measure that shows the extent to which Ontario students are meeting the minimum literacy standard expected by the end of Grade 9.
- The test assesses the reading and writing skills students are expected to have learned across all subjects as outlined in *The Ontario Curriculum*.
- Successful completion of the OSSLT is one of the 32 requirements for an Ontario Secondary School Diploma.

Standards for Student Achievement and Success

- The 2004 OSSLT results are reported as a single literacy outcome. The reading and writing standards required as part of that single outcome have remained consistent since the OSSLT began, in February 2002. The concerted effort of Ontario educators has lead to continued improvement over the years, as demonstrated by the results.
- Meeting the standard in writing means that the student's work shows that he or she can communicate ideas and information in writing clearly and without distracting errors in punctuation, spelling, grammar or organization most of the time.
- Meeting the standard in reading means that the student's work shows that he or she can read and understand information and ideas in a variety of written texts most of the time.

OSSLT Facts

- Students across Ontario wrote the test on October 27 and 28, 2004.
- Of the 147 781 students who wrote the test for the first time, 82% were successful.
- 92% of this year's first-time eligible students wrote the test.
- Of the 38 628 students retaking the test, 62% were successful.

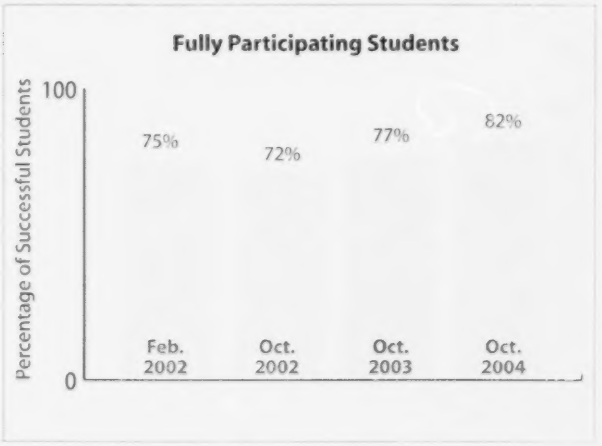
Highlights of Achievement Results

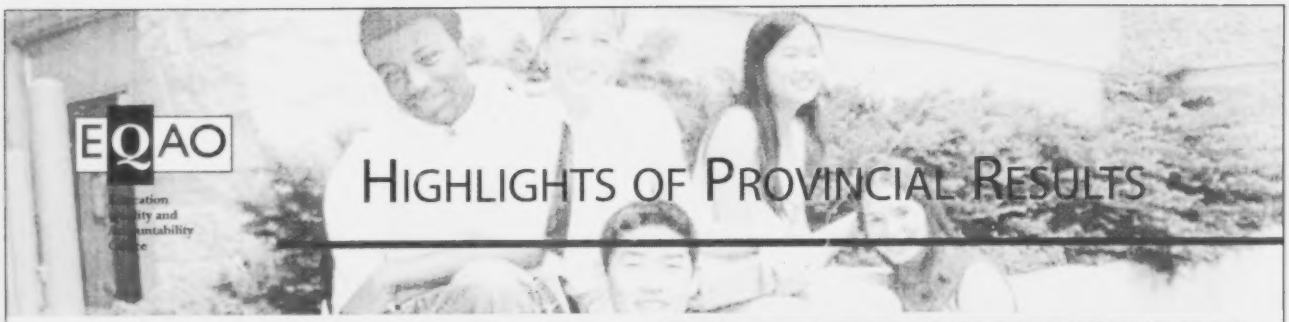
(First-Time Eligible English-Language Students)

Fully Participating Students

- ☆ There has been a steady improvement in the percentage of students succeeding on the OSSLT since its inception, with a success rate of 82% for English-language students on the October 2004 OSSLT.
- ☆ The success rates for both males and females have increased by 6%. There has been a sustained gender gap of 7% in favour of females, which reflects national and international results.
- ☆ This year, 50% of English as a second language and English literacy development learners passed the literacy test, up from 42% last year.
- ☆ Students with special needs are improving on the literacy test. Overall, the success rate of students with special needs (excluding gifted) rose 11%, from 46% in October 2003 to 57% in October 2004.
- ☆ Students in academic English courses continued to show high success rates, with an increase from 90% in 2003 to 94% in 2004.
- ☆ 62% of students in applied English courses passed the literacy test, up from 49% in 2003.

Percentage Success Rates





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(First-Time Eligible English-Language Students)

Fully Participating Students

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- The success rates for both males and females have increased by 6%. There has been a sustained gender gap of 7% in favour of females, which reflects national and international results.
- This year, 50% of English as a second language and English literacy development learners passed the literacy test, up from 42% last year.
- Students with special needs are improving on the literacy test. Overall, the success rate of students with special needs (excluding gifted) rose 11%, from 46% in October 2003 to 57% in October 2004.
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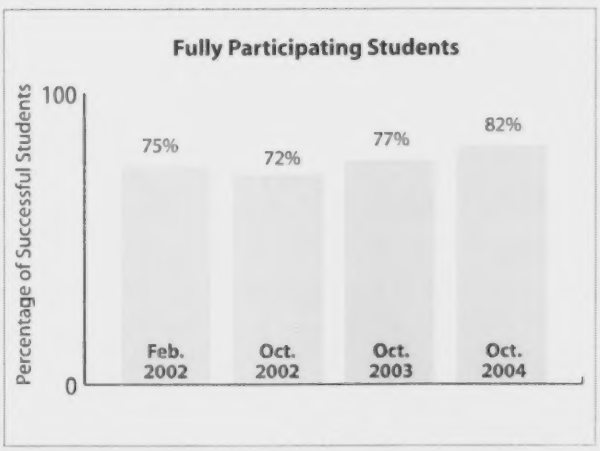

The OSSLT Helps Students Improve

- Test results can inform school and board planning efforts to improve literacy.
- Schools can use the results of this test and other information, such as report card marks, to develop strategies to strengthen student achievement.
- Schools and boards use EQAO data to focus their work with students to help them find success in acquiring the reading and writing skills set out in the curriculum.

Using the Results

It is important to emphasize that the OSSLT results are meant to be used to improve student achievement and learning, not to rank schools. We encourage the use of data to identify successful schools and gain an understanding of how these schools' approaches are working. Their successful strategies can then be transferred to other schools to improve student learning. For these reasons, EQAO encourages the use of data to support dialogue at the school-community level about what and how improvements can be made.

Success Stories

We continue to hear from teachers and educators across the province about the strategies they are introducing to assist students in reaching high levels of achievement. EQAO is privileged to have gathered a number of local stories from school communities that exemplify the many successful learning environments in publicly funded schools across the province. Several key themes emerged from the 18 success stories included in this year's report.

One of the 18 schools is St. Joseph's Catholic Secondary School in Cornwall. Its success rate on the OSSLT has steadily improved, rising from 62% in 2002 to 82% in 2004. St. Joseph's concentrates on cross-curricular training and makes literacy a priority. The school also uses smaller classroom settings for writing the test to be more supportive of students, because teachers found that a significant number of students didn't function well in large groups.

Another example is South Huron District High School in Exeter, a rural school with just under 800 students. The school's success rate for first-time eligible students has risen from 86% in February 2002 to 90% in 2004. The school uses EQAO results and its own Grade 9 results to guide school improvement planning each year and to set annual targets. Data are used to pinpoint the areas requiring focused attention. Rather than provide intensive preparation before the test, it has built the skills and knowledge into the Grades 9 and 10 curricula across all subjects.

The complete set of success stories may be found under **Case Studies: School Success Stories** in the report; they illustrate how positive trends in OSSLT data relate to school strategies and teachers' concerted efforts.

EQAO commends and celebrates the efforts of all Ontario educators, parents and members of the public as they work together for the benefit of all students across the province.

For more detailed information and results, please visit the EQAO Web site at www.eqao.com.

EQAO
Education Quality and Accountability Office

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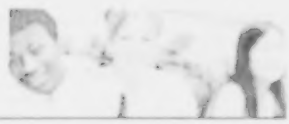


Results at a Glance: First-Time Eligible Students

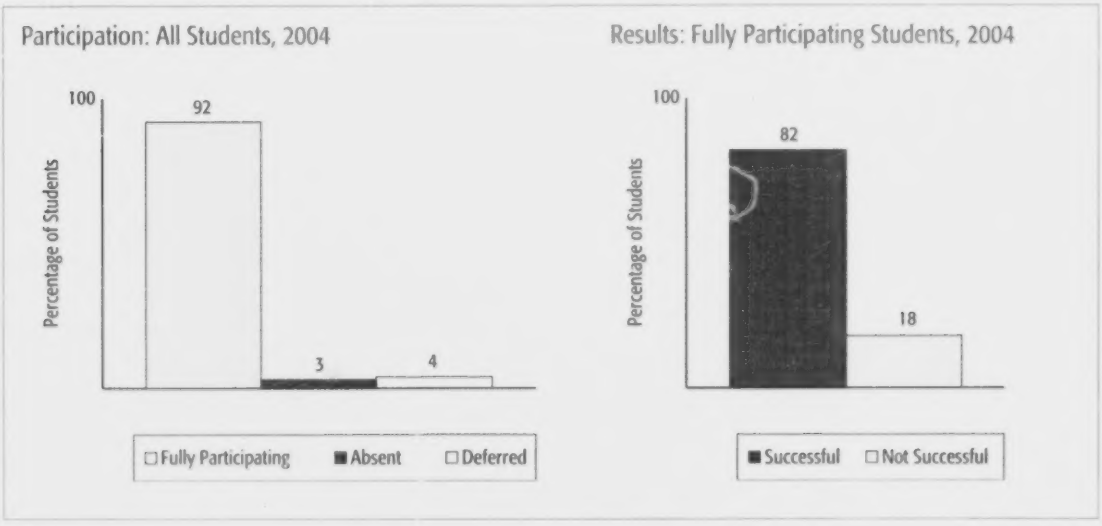
The following tables and graphs provide the overall results for October 2004 plus comparisons over time for English-language students in publicly funded schools. The first set of tables provides results for first-time eligible students. Please note that definitions of terms may be found in the Glossary of Terms in the appendices.

Student Participation and Success Rates, October 2004

Overall Results

	All Students # = 160 088		Fully Participating Students # = 147 781	
	#	%	#	%
Successful	121 855	76%	121 855	82%
Not Successful	25 926	16%	25 926	18%
Overall Participation Rate	**147 781**	**92%**		
Absent One or Both Days	5 435	3%		
Deferred	6 872	4%		

Notes: Percentages in tables and bar graphs may not add up to 100%, due to rounding.
1% of students were exempted from the OSSLT and are not included in October 2004 participation and results.



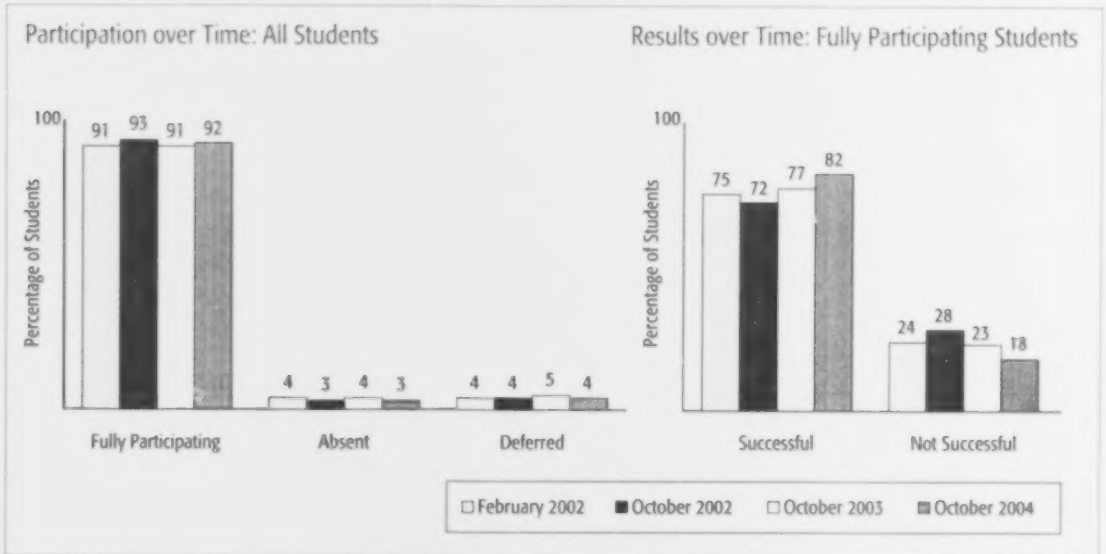
Observations:

- 82% of first-time eligible students who fully participated successfully completed the October 2004 OSSLT.
- 92% of first-time eligible students participated in the test.

Results over Time

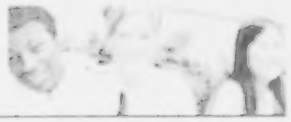
	All Students				Fully Participating Students			
	Feb. 2002	Oct. 2002	Oct. 2003	Oct. 2004	Feb. 2002	Oct. 2002	Oct. 2003	Oct. 2004
	# = 141 061	# = 146 539	# = 157 464	# = 160 088	# = 129 032	# = 136 028	# = 143 025	# = 147 781
Successful	69%	67%	70%	76%	75%	72%	77%	82%
Not Successful	23%	26%	21%	16%	24%	28%	23%	18%
Overall Participation Rate	**91%**	**93%**	**91%**	**92%**				
Absent One or Both Days	4%	3%	4%	3%				
Deferred	4%	4%	5%	4%				

Notes: Percentages in tables and bar graphs may not add up to 100%, due to rounding.
These tables and graphs do not include students who were exempted.



Observations:

- Overall participation rates among first-time eligible students have remained consistent since the February 2002 test.
- In the past three years, there has been a consistent increase in the percentage of fully participating first-time eligible students who successfully completed the OSSLT, from 72% in October 2002 to 82% in October 2004.



Results at a Glance: Previously Eligible Students

Student Participation and Success Rates, October 2004

Overall Results

	All Students # = 51 907		Fully Participating Students # = 38 628	
	#	%	#	%
Successful	24 107	46%	24 107	62%
Not Successful	14 521	28%	14 521	38%
Overall Participation Rate	**38 628**	**74%**		
Absent One or Both Days	6 230	12%		
Deferred	1 932	4%		
Students Opting for the OSSLC*	5 117	10%		

Notes: Percentages in tables and bar graphs may not add up to 100%, due to rounding.

*Ontario Secondary School Literacy Course.

Results over Time

	All Students			Fully Participating Students		
	Oct. 2002	Oct. 2003	Oct. 2004	Oct. 2002	Oct. 2003	Oct. 2004
	# = 37 242	# = 56 034	# = 51 907	# = 33 308	# = 46 095	# = 38 628
Successful	43%	50%	46%	48%	61%	62%
Not Successful	46%	32%	28%	52%	39%	38%
Overall Participation Rate	**89%**	**82%**	**74%**			
Absent One or Both Days	6%	9%	12%			
Deferred	5%	1%	4%			
Students Opting for the OSSLC*	n/a	7%	10%			

Notes: Percentages in tables and bar graphs may not add up to 100%, due to rounding.

*Ontario Secondary School Literacy Course.

Observations:

- The overall participation rate for previously eligible students has decreased since October 2002, with a corresponding increase in the absentee rates. As well, since October 2003, a number of students have opted for the OSSLC.
- 62% of fully participating previously eligible students successfully completed the OSSLT in October 2004. This result is similar to 2003 but represents a substantial increase compared to October 2002.

Detailed Results: First-Time Eligible Students

Student Participation and Success Rates by Student Characteristic, October 2004

First-time eligible students who fully participated in the October 2004 OSSLT were students who entered Grade 9 in September 2003 and were working toward an Ontario Secondary School Diploma. The following table provides the percentages of students who took part in the test by gender, student status and type of English course.

Participation by Student Characteristic, October 2004

	#	Percentage of First-Time Eligible	Percentage Absent One or Both Days	Percentage Deferred	Percentage Fully Participating
All First-Time Eligible Students	160 088	100%	3%	4%	92%
Gender					
Female	77 110	48%	3%	3%	94%
Male	81 469	51%	3%	5%	92%
Student Status					
ESL/ELD Learners	7 054	4%	3%	30%	67%
Special Needs (excluding gifted)	19 775	12%	4%	6%	90%
Type of English Course					
Academic	100 642	63%	1%	<1%	98%
Applied	40 841	26%	5%	3%	92%
Locally Developed	4 937	3%	9%	27%	64%

Note: Percentages in tables and bar graphs may not add up to 100%, due to rounding.

Observations:

- Of the ESL/ELD learners who were eligible to write the OSSLT, two-thirds participated (67%), representing a substantial increase in participation compared with 2003 (54%).
- Of the students with special needs (excluding gifted) who were eligible to write, 90% participated this year, representing an increase of 6% over last year.

Profile of Students: An Examination over Time

The information below provides a context for interpreting the province-wide results over time. These data are derived from the Student Information Form (completed by the school) and from the Student Questionnaire (completed by the student). Some data may be missing because they were not reported by schools or students.

Demographic Information	February 2002	October 2002	October 2003	October 2004
All First-Time Eligible Students	141 061	146 539	157 464	160 088
Gender				
Female	48%	48%	48%	48%
Male	50%	50%	51%	51%
Gender Not Specified	2%	1%	2%	1%
Student Status				
ESL/ELD Learners	3%	4%	5%	4%
Students with Special Needs (excluding gifted)	12%	12%	13%	12%
Students with Special Needs, Receiving Accommodations (excluding gifted)	9%	10%	10%	11%
Type of English Course				
Academic	50%	69%	64%	63%
Applied	17%	23%	26%	26%
Locally Developed	3%	4%	3%	3%
Language				
First Language Learned at Home Was Other Than English	Note: Different questions were asked in these years. See previous provincial reports.		24%	22%
Speak Only or Mostly English at Home			75%	76%
Speak Another Language (or Languages) as Often as English at Home			17%	15%
Speak Only or Mostly Another Language (or Other Languages) at Home			8%	8%
Participation in the Test				
Fully Participating First-Time Eligible Students	129 032	136 028	143 025	147 781
First-Time Eligible Students Who Participated Fully in the Assessment	91%	93%	91%	92%
Fully Participating Students with Special Needs (Excluding Gifted) Who Received One or More Accommodations	10%	10%	11%	11%
Fully Participating ESL/ELD Learners Who Received One or More Special Provisions	1%	1%	2%	3%
Students Who Were Exempted	1 147	1 637	2 253	2 102

Notes: Percentages in tables and bar graphs may not add up to 100%, due to rounding.
There have been changes in the way EQAO has gathered information about program designation since the first OSSLT; therefore, data should be interpreted with this in mind.

Observations:

- The number of first-time eligible students has increased since the first administration of the OSSLT, in February 2002.
- The proportion of first-time eligible students with identified special needs (excluding gifted) has remained approximately the same since the first OSSLT (12–13%).
- The proportion of fully participating first-time eligible students with special needs (excluding gifted) receiving one or more accommodations has been consistent over time (10–11%).
- Approximately three-quarters of first-time eligible students speak English most often at home.
- About one in four fully participating first-time eligible students speaks another language as often as, or more often than, English at home.

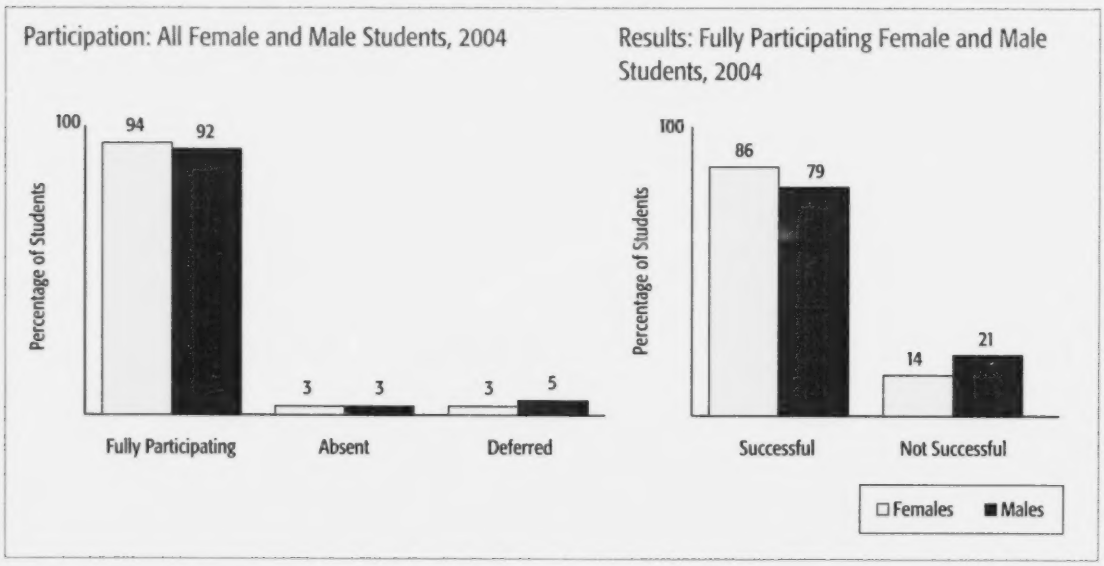
Results by Student Characteristic

The following tables and graphs present achievement information according to gender, ESL/ELD, special needs and type of English course (academic, applied, locally developed) for the fourth administration of the OSSLT (October 2004) and over time.

Results by Gender, October 2004

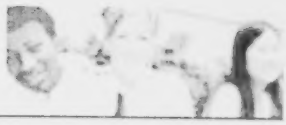
	All Female and Male Students				Fully Participating Female and Male Students			
	Female # = 77 110		Male # = 81 469		Female # = 72 296		Male # = 74 659	
	#	%	#	%	#	%	#	%
Successful	62 268	81%	58 972	72%	62 268	86%	58 972	79%
Not Successful	10 028	13%	15 687	19%	10 028	14%	15 687	21%
Overall Participation Rate	**72 296**	**94%**	**74 659**	**92%**				
Absent One or Both Days	2 209	3%	2 688	3%				
Deferred	2 605	3%	4 122	5%				

Note: Percentages in tables and bar graphs may not add up to 100%, due to rounding.

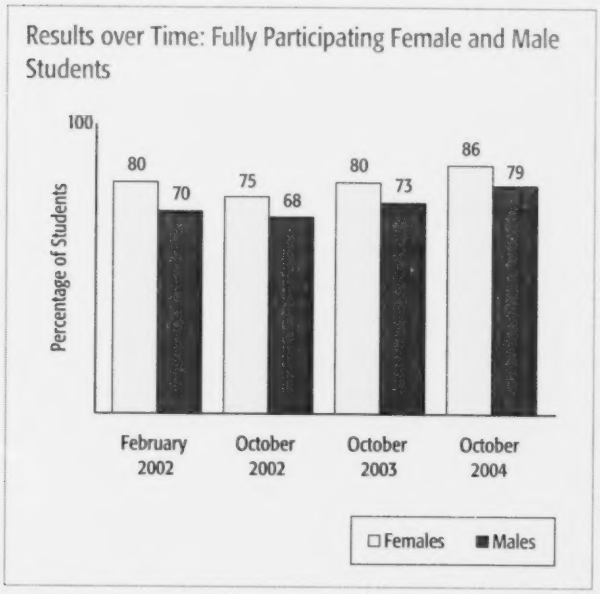


Observation:

- A larger percentage of fully participating first-time eligible female students (86%) than male students (79%) successfully completed the 2004 OSSLT.



Results by Gender over Time



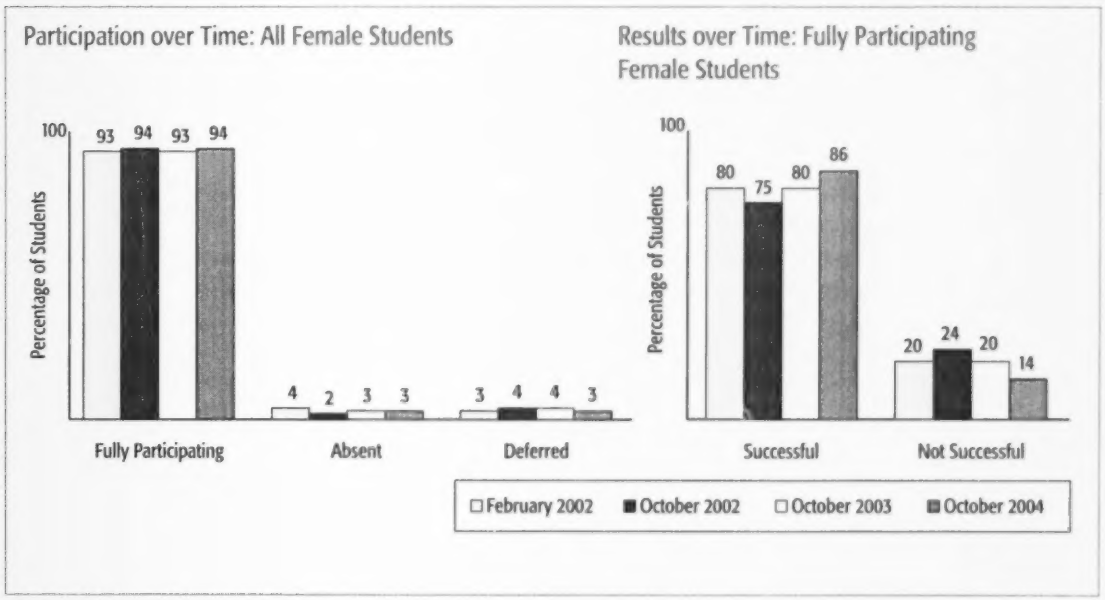
Observations:

- A larger percentage of female than male students successfully completed the OSSLT on each administration.
- The disparity between the success rates of fully participating first-time eligible female and male students remained fairly consistent between February 2002 and October 2004 (10% to 7%).
- Both females and males have shown a steady increase in success rates over the past three years.

Results for Female Students over Time

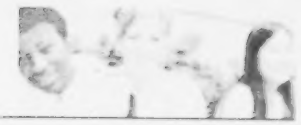
	All Female Students				Fully Participating Female Students			
	Feb. 2002	Oct. 2002	Oct. 2003	Oct. 2004	Feb. 2002	Oct. 2002	Oct. 2003	Oct. 2004
	# = 67 586	# = 70 675	# = 75 023	# = 77 110	# = 62 931	# = 66 527	# = 69 529	# = 72 296
Successful	75%	71%	74%	81%	80%	75%	80%	86%
Not Successful	18%	23%	19%	13%	20%	24%	20%	14%
Overall Participation Rate	**93%**	**94%**	**93%**	**94%**				
Absent One or Both Days	4%	2%	3%	3%				
Deferred	3%	4%	4%	3%				

Note: Percentages in tables and bar graphs may not add up to 100%, due to rounding.



Observation:

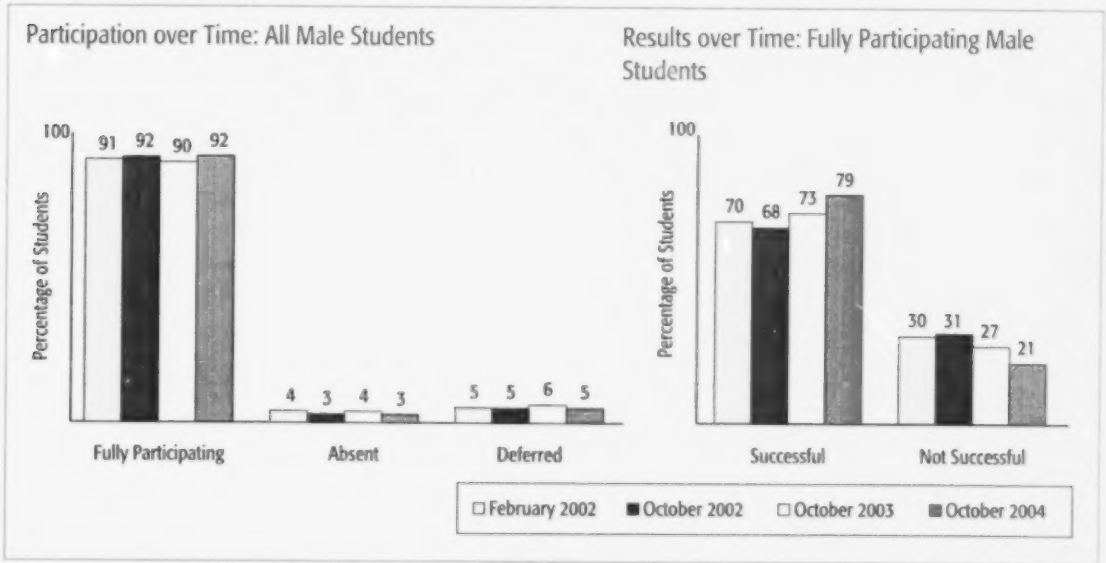
- During the past three years, the percentage of fully participating first-time eligible female students successfully completing the OSSLT has steadily increased: from 75% in October 2002 to 86% in October 2004.



Results for Male Students over Time

	All Male Students				Fully Participating Male Students			
	Feb. 2002	Oct. 2002	Oct. 2003	Oct. 2004	Feb. 2002	Oct. 2002	Oct. 2003	Oct. 2004
	# = 71 131	# = 73 999	# = 79 904	# = 81 469	# = 64 744	# = 68 153	# = 71 961	# = 74 659
Successful	64%	63%	66%	72%	70%	68%	73%	79%
Not Successful	26%	29%	24%	19%	30%	31%	27%	21%
Overall Participation Rate	**91%**	**92%**	**90%**	**92%**				
Absent One or Both Days	4%	3%	4%	3%				
Deferred	5%	5%	6%	5%				

Note: Percentages in tables and bar graphs may not add up to 100%, due to rounding.



Observation:

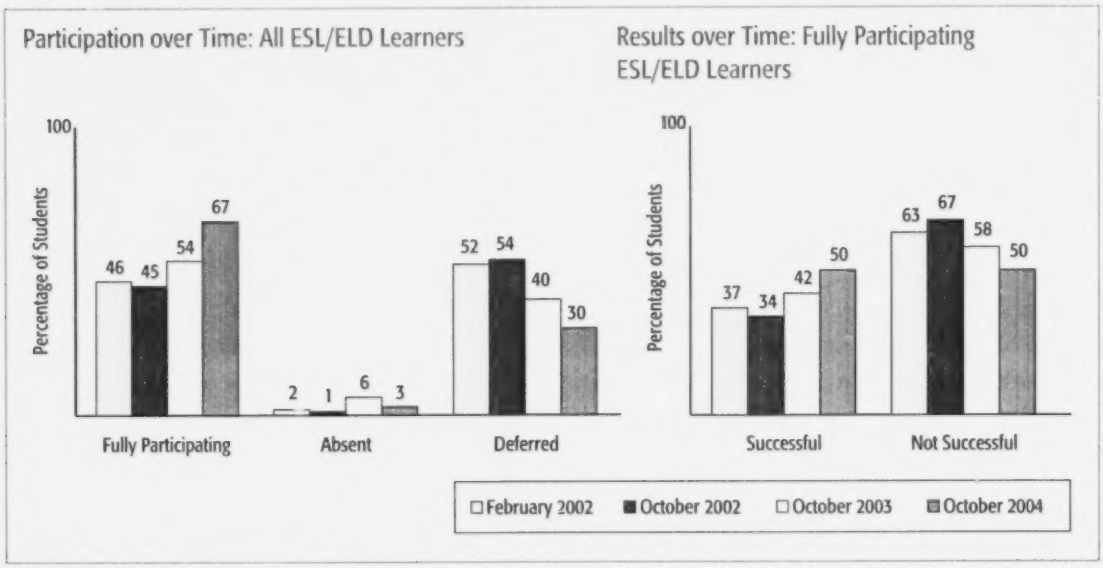
- A pattern similar to that in the results of female students is evident. During the past three years, the percentage of fully participating first-time eligible male students who successfully completed the OSSLT has increased: from 68% in October 2002 to 7[illegible]% in October 2004.

Results by Student Status over Time

ESL/ELD Learners

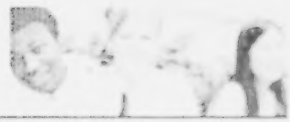
	All ESL/ELD Learners				Fully Participating ESL/ELD Learners			
	Feb. 2002	Oct. 2002	Oct. 2003	Oct. 2004	Feb. 2002	Oct. 2002	Oct. 2003	Oct. 2004
	# = 3768	# = 5317	# = 8589	# = 7054	# = 1735	# = 2391	# = 4677	# = 4691
Successful	17%	15%	23%	33%	37%	34%	42%	50%
Not Successful	29%	29%	32%	33%	63%	67%	58%	50%
Overall Participation Rate	**46%**	**45%**	**54%**	**67%**				
Absent One or Both Days	2%	1%	6%	3%				
Deferred	52%	54%	40%	30%				

Note: Percentages in tables and bar graphs may not add up to 100%, due to rounding.



Observations:

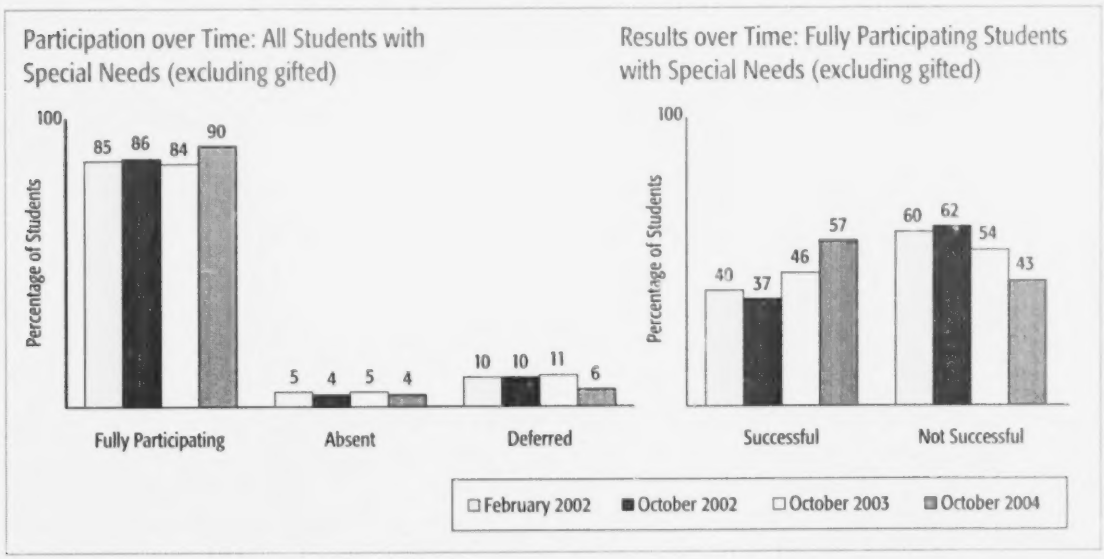
- In October 2004, two-thirds of first-time eligible ESL/ELD learners participated in the OSSLT, an increase of about 20% from the first administration of the test. The percentage of students deferred has steadily decreased.
- During the past three years, the percentage of successful fully participating first-time eligible ESL/ELD learners has increased steadily to 50% in October 2004.



Students with Special Needs (excluding gifted)

	All Students with Special Needs (excluding gifted)				Fully Participating Students with Special Needs (excluding gifted)			
	Feb. 2002	Oct. 2002	Oct. 2003	Oct. 2004	Feb. 2002	Oct. 2002	Oct. 2003	Oct. 2004
	# = 16 646	# = 18 075	# = 20 426	# = 19 775	# = 14 150	# = 15 591	# = 17 183	# = 17 709
Successful	34%	32%	39%	51%	40%	37%	46%	57%
Not Successful	51%	54%	46%	38%	60%	62%	54%	43%
Overall Participation Rate	**85%**	**86%**	**84%**	**90%**				
Absent One or Both Days	5%	4%	5%	4%				
Deferred	10%	10%	11%	6%				

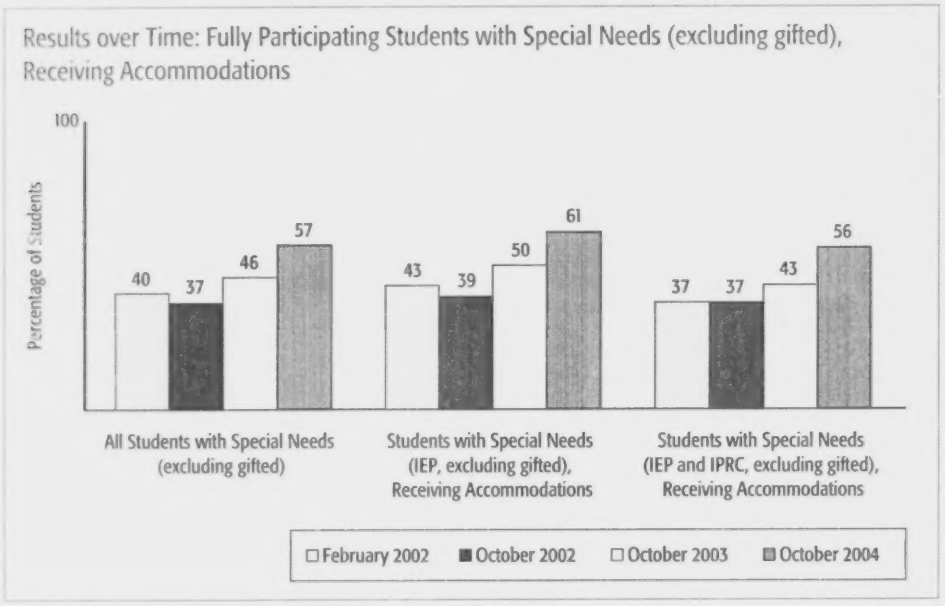
Note: Percentages in tables and bar graphs may not add up to 100%, due to rounding.



Observations:

- The participation rate for first-time eligible students with special needs (excluding gifted) was higher on the October 2004 OSSLT than in previous years. As well, the percentage of students whose participation was deferred in 2004 was the smallest since the first administration of the OSSLT (6% in 2004, compared to 10% in February 2002).
- The overall success rate for fully participating first-time eligible students with special needs (excluding gifted) has increased steadily from October 2002 (37%) to October 2004 (57%).

Students with Special Needs (excluding gifted), Receiving Accommodations



Note: Some students with special needs have an Individual Education Plan (IEP); others have an IEP and have been designated by an Identification, Placement and Review Committee (IPRC).

Observations:

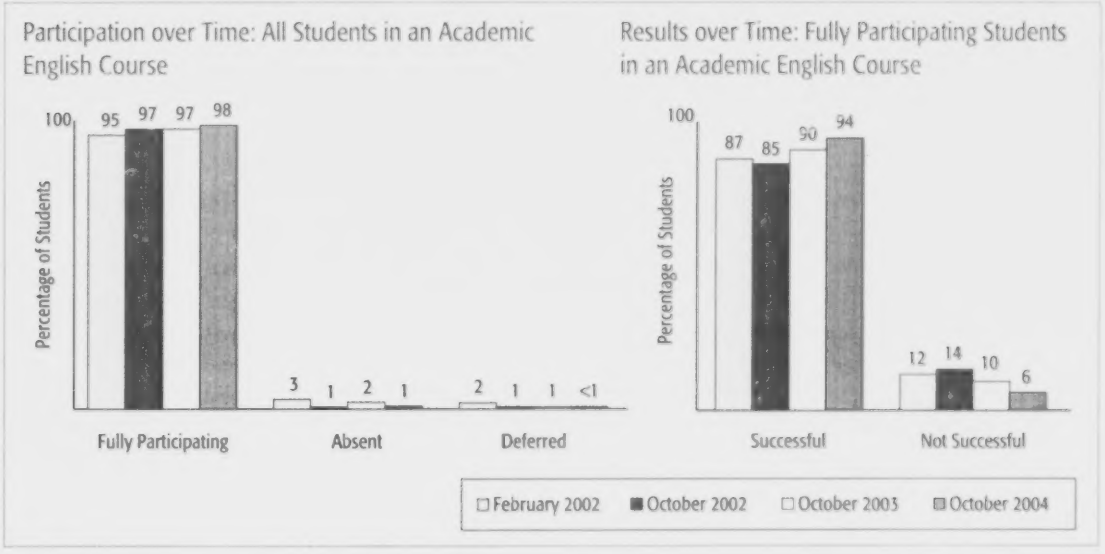
- Success rates for all categories of students with special needs (excluding gifted) increased in October 2004 over the previous year.
- The percentage of students with special needs (IEP only) receiving accommodations who successfully completed the OSSLT increased 11% over last year.
- The percentage of students with special needs (IEP and IPRC) receiving accommodations who successfully completed the OSSLT increased 13% over last year.

Results by Type of English Course over Time

Academic English Course

	All Students in an Academic English Course				Fully Participating Students in an Academic English Course			
	Feb. 2002	Oct. 2002	Oct. 2003	Oct. 2004	Feb. 2002	Oct. 2002	Oct. 2003	Oct. 2004
	# = 70 120	# = 101 270	# = 101 327	# = 100 642	# = 66 577	# = 98 668	# = 98 709	# = 99 058
Successful	83%	83%	87%	92%	87%	85%	90%	94%
Not Successful	12%	14%	9%	6%	12%	14%	10%	6%
Overall Participation Rate	95%	97%	97%	98%				
Absent One or Both Days	3%	1%	2%	1%				
Deferred	2%	1%	1%	<1%				

Notes: Percentages in tables and bar graphs may not add up to 100%, due to rounding.



Observation:

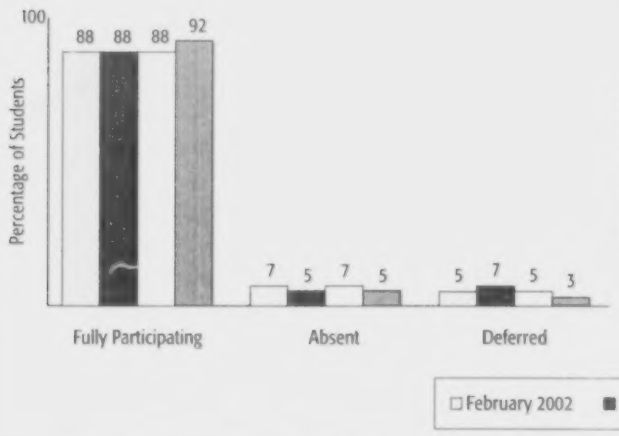
- The success rate of fully participating first-time eligible students taking an academic English course has steadily increased from 85% in October 2002 to 94% in October 2004.

Applied English Course

	All Students in an Applied English Course				Fully Participating Students in an Applied English Course			
	Feb. 2002	Oct. 2002	Oct. 2003	Oct. 2004	Feb. 2002	Oct. 2002	Oct. 2003	Oct. 2004
	# = 24 574	# = 34 202	# = 41 493	# = 40 841	# = 21 581	# = 30 233	# = 36 545	# = 37 381
Successful	38%	33%	43%	57%	44%	38%	49%	62%
Not Successful	49%	55%	45%	35%	56%	62%	51%	38%
Overall Participation Rate	**88%**	**88%**	**88%**	**92%**				
Absent One or Both Days	7%	5%	7%	5%				
Deferred	5%	7%	5%	3%				

Notes: Percentages in tables and bar graphs may not add up to 100%, due to rounding.

Participation over Time: All Students in an Applied English Course



Results over Time: Fully Participating Students in an Applied English Course

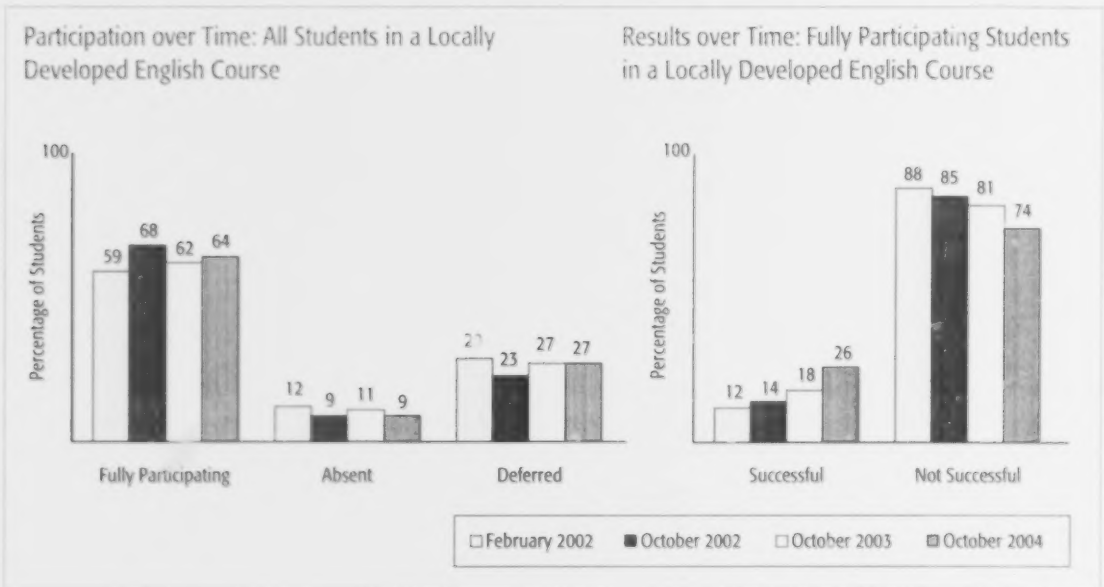
Observation:

- The success rate of fully participating first-time eligible students taking an applied English course has steadily increased from 38% in October 2002 to 62% in October 2004.

Locally Developed English Course

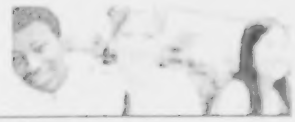
	All Students in a Locally Developed English Course				Fully Participating Students in a Locally Developed English Course			
	Feb. 2002	Oct. 2002	Oct. 2003	Oct. 2004	Feb. 2002	Oct. 2002	Oct. 2003	Oct. 2004
	# = 3806	# = 6333	# = 5281	# = 4937	# = 2237	# = 4302	# = 3262	# = 3138
Successful	7%	10%	11%	16%	12%	14%	18%	26%
Not Successful	52%	59%	50%	47%	88%	85%	81%	74%
Overall Participation Rate	**59%**	**68%**	**62%**	**64%**				
Absent One or Both Days	12%	9%	11%	9%				
Deferred	29%	23%	27%	27%				

Notes: Percentages in tables and bar graphs may not add up to 100%, due to rounding.



Observation:

- Approximately two-thirds of students enrolled in locally developed English courses have participated each year in the OSSLT. Their success rates, while low, continue to increase over time (12% to 26%).



Students' Learning Environment

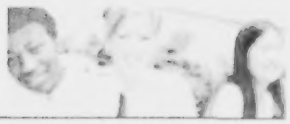
The following table is based on a questionnaire that all fully participating students were asked to complete with the assessment. The response rate has been approximately 99% for all administrations.

	February 2002		October 2002		October 2003		October 2004	
	Females # = 62 779	**Males** # = 64 557	**Females** # = 69 981	**Males** # = 72 000	**Females** # = 70 374	**Males** # = 71 801	**Females** # = 71 922	**Males** # = 74 086
Percentage of first-time eligible students indicating that								
they have a computer at home	92%	91%	92%	90%	97%	96%	96%	96%
they use the computer almost every day for school work	This question was not asked.				33%	30%	31%	28%
they read English outside school for more than three hours a week (not counting homework)	39%	31%	40%	33%	39%	31%	39%	30%
they read the following kinds of material outside school most weeks:								
• non-fiction books, e.g., biographies	21%	18%	20%	18%	25%	23%	27%	25%
• comics	26%	33%	28%	35%	30%	37%	26%	33%
• Web sites, e-mail, chat messages	75%	69%	80%	74%	83%	75%	80%	72%
• letters	46%	17%	44%	17%	42%	19%	36%	17%
• magazines	82%	64%	81%	64%	82%	65%	83%	64%
• manuals, instructions	10%	23%	10%	25%	15%	27%	13%	27%
• newspapers	44%	48%	44%	50%	42%	48%	41%	46%
• novels, short stories, other fiction	63%	41%	64%	42%	66%	46%	68%	46%
• poetry, song lyrics	45%	20%	47%	22%	55%	28%	62%	37%
• religious or spiritual readings	14%	10%	14%	11%	16%	12%	15%	12%

	February 2002		October 2002		October 2003		October 2004	
	Females # = 62 779	Males # = 64 557	Females # = 69 981	Males # = 72 000	Females # = 70 374	Males # = 71 801	Females # = 71 922	Males # = 74 086
Percentage of first-time eligible students indicating that								
they have the following English-language materials at home:								
• dictionaries, encyclopedias (print or electronic)	This question was not asked.						90%	85%
• books							92%	86%
• newspapers							82%	78%
• magazines							87%	79%
they write in English outside school more than three hours a week (not counting homework)	33%	25%	34%	25%	31%	23%	33%	24%
they do the following types of writing outside school most weeks:								
• e-mail messages, chat-room conversations	87%	82%	88%	82%	92%	87%	91%	86%
• letters, journals, diaries	66%	15%	58%	11%	58%	14%	55%	13%
• notes, directions, instructions	45%	30%	46%	28%	39%	29%	39%	28%
• song lyrics, poems	32%	19%	32%	19%	39%	25%	41%	24%
• stories, fiction	15%	11%	15%	11%	20%	15%	22%	15%
• work-related writing	This part was not included.		21%	22%	35%	35%	37%	37%

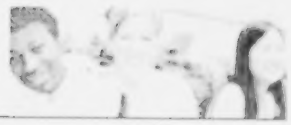
Observations:

- Over 96% of all respondents (male and female) since October 2003 indicated they have a computer at home.
- On the October 2004 questionnaire, female students reported using computers for school work slightly more frequently than did male students (31% and 28% respectively).
- In October 2004, a larger percentage of female students (39%) than male students (30%) read English outside school for more than three hours a week (not counting homework), which is similar to previous years.
- Larger percentages of female students read non-fiction books, Web sites, e-mail, chat messages, letters, magazines, novels, short stories, other fiction, poetry, song lyrics and religious or spiritual readings. On the other hand, larger percentages of male students read comics, manuals, instructions and newspapers.



- Web sites, e-mail and chat messages, together with magazines, have been the preferred kinds of reading material over the four administrations of the assessment.
- Over 80% of respondents indicated having books, newspapers and magazines at home. However, there were differences in perception between female and male students about the availability of resources in the home, as indicated by the 5–6% gap in reporting the presence of dictionaries, encyclopedias and books. Female students were more likely to report having such resources at home.
- A larger percentage of female (33%) than male (24%) students wrote in English outside school more than three hours a week (not counting homework).
- A large percentage (an average of 89%) of males and females preferred e-mail messages and chat rooms for writing outside school. This is consistent with the percentage in 2003.
- Females consistently write more frequently than males for all writing types, except work-related writing.

Larger percentages of female students read non-fiction books, Web sites, e-mail, chat messages, letters, magazines, novels, short stories, other fiction, poetry, song lyrics and religious or spiritual readings. On the other hand, larger percentages of male students read comics, manuals, instructions and newspapers.



Summary of Findings: October 2004

Fully Participating First-Time Eligible Students

- The percentage of students who successfully completed the OSSLT improved 5% over last year.
- A larger percentage of female students than male students successfully completed the OSSLT (86% and 79% respectively).
- Two-thirds of ESL/ELD learners who were eligible to write the OSSLT participated fully in the test, an increase of 20% from the first administration, in February 2002.
- Half the ESL/ELD learners who participated in the test were successful.
- Among the 90% of students with special needs (excluding gifted) who participated fully in the OSSLT, 57% were successful. More students with special needs have participated in the test each year, and their rate of successful completion continues to improve. In addition, the success rate of students who received accommodations on the test for their special needs has continued to increase.
- Students enrolled in academic English courses continue to show high rates of successful completion of the OSSLT compared to students enrolled in other types of English courses (i.e., applied, locally developed).
- The percentage of students enrolled in applied English courses who successfully completed the OSSLT increased to 62% in October 2004 from 49% in October 2003.
- A large percentage (96%) of students reported having a computer at home; an average of about 30% of students reported using the computer almost every day for school work.
- The majority of first-time eligible students (an average of 65%) indicated that they do not read outside school for more than three hours a week. This was also true of writing: an average of about 70% reported that they do not write for more than three hours a week. This has been consistent through the years.
- Both female and male students reported reading electronic communication and popular media more frequently outside school than any other kind of reading material.
- The largest percentage of students reported writing e-mail messages and engaging in chat-room written conversations outside school most weeks.

The percentage of students who successfully completed the OSSLT improved 5% over last year.

Strategies for Success

Informing Professional Practice

A study of long-term trends and the October 2004 OSSLT results indicates that effective leadership and instructional strategies relating to literacy are positively influencing students' success in demonstrating acceptable levels of literacy skill. However, until all students are successful in demonstrating acceptable literacy skills on the OSSLT or through the OSSLC, these initiatives need to be refined, expanded and perhaps accelerated.

The following suggestions will help students develop and demonstrate their literacy skills.

Areas of Focus

The following suggestions will help students develop and demonstrate their literacy skills. The suggestions are based on trends in OSSLT data and feedback from scorers of the OSSLT. They take into account the new one-day design of the OSSLT, to be implemented in March 2006.

EQAO suggests that, because

- *a strong* ***vocabulary*** *is critical to all demonstrations of literacy,* teachers in all subject areas focus on helping students build their vocabularies through strategies such as reviewing understanding of vocabulary specific to the subject and having students keep word lists.
- *almost all students can improve the number of correct answers on their reading tasks,* teachers in all subject areas help students develop **critical reading skills** by reading aloud from various subject-specific materials, by demonstrating how to paraphrase and summarize information and by demonstrating how to reflect thoughtfully on and make critical judgments about reading materials.
- *the ability to focus on a* ***main idea*** *is important for success in writing,* teachers in all subject areas show students how to group related ideas and details around a clear and consistent main idea, give students opportunities to group and sort details according to a central theme and emphasize the importance of providing links among details in order to relate them to the main idea.
- *the ability to provide a sufficient number of specific and relevant* ***supporting details*** *is a key to success in writing,* teachers in all subject areas provide writing assignments for students to choose specific and relevant details that support a clear main idea.
- *the* ***organization*** *of ideas and information clearly and coherently is a significant feature of successful writing,* teachers in all subject areas analyze a variety of subject-specific written materials to show students organizational principles such as sequencing, consistency of point of view and verbal links and encourage students to use these principles in their writing.

- ***writing conventions** are fundamental to demonstrating literacy,* teachers in all subject areas demonstrate for students how to edit and proofread written work and how to correct spelling, grammar and punctuation in order to clarify meaning and communicate effectively.
- *most unsuccessful students omit one or more tasks on the OSSLT,* teachers review the new EQAO support materials with students in order to ensure they understand the **requirements** and instructions for the new, March 2006 OSSLT.

Addressing the Achievement Data

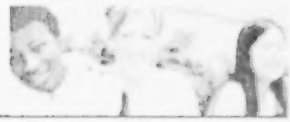
The development of literacy skills is a lifelong activity. All students will benefit from the following classroom strategies for literacy skill building. The following specific suggestions are based on data related to the results of the October 2004 OSSLT.

EQAO suggests that, because

- *data indicate that unsuccessful students have difficulty answering questions that ask them to make inferences from and interpretations of what they read,* teachers in all subject areas demonstrate for students various question-answering techniques related to subject-specific reading materials, such as looking for key words and clues in the question, rereading the parts of the text that contain the question words or provide clues needed to find the answer, thinking about what they already know or have experienced that relates to the question and writing a response in their own words.

EQAO suggests that teachers of all subject areas help students develop effective reading strategies.

- *on all four OSSLT administrations, more students have been successful on the writing tasks than on the reading questions,* teachers in all subject areas help students develop effective reading strategies, such as previewing the text by skimming and scanning the various elements and features to get a sense of the content, making predictions about the information that might be found in the text, using context to determine the meaning of unfamiliar words, identifying main ideas and using organizational patterns to understand what they read.
- *many unsuccessful students have difficulty reading and responding to narrative and graphic texts,* teachers in all subjects emphasize strategies for identifying and summarizing main ideas and supporting details, distinguishing fact from opinion and drawing conclusions based on information and ideas in reading selections.
- *a large percentage of students who were unsuccessful writing the series of paragraphs expressing an opinion did not provide sufficient, relevant and specific **supporting arguments,*** teachers in all subject areas demonstrate how to state a clear opinion and how to choose supporting details (e.g., examples, facts, statistics and anecdotes) that are specific and relevant to the opinion.
- *data indicate that the difference between those who were successful writing the news report and those who were not is frequently the ability to write "on task,"* teachers demonstrate the differences in tone and purpose among news reports, first-person narratives, announcements and advertisements.

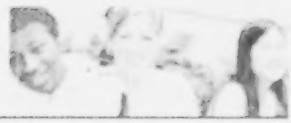


- *the success rate of male students on the OSSLT continues to be 7% lower than that of female students,* teachers study school data related to achievement, course selection and attendance to look for root causes, so this disparity can be addressed.
- *there is a gender performance gap in reading,* teachers review the literature to better understand male students' learning styles, select reading materials that engage adolescent males, provide male mentors as literacy models and reading partners and use technology such as the Internet and interactive language-based programs to support male students' reading skills.
- *student-questionnaire responses indicate that male students generally prefer reading non-fiction over fiction and writing in computer-related formats (e-mail, chat room messages) over traditional paper-based formats (letters, stories),* teachers explore ways of engaging male students in reading and writing activities that respond to these propensities.
- *over the four years of OSSLT administration there has been an increase in success rates and a drop in deferral rates among ESL/ELD learners, students with special needs and those in applied English courses,* schools review their deferral rates for male students, which are consistently two percentage points higher than those for female students.
- *62% of students in applied English courses were successful,* teachers of applied courses work in cross-curricular school teams to provide students with an understanding of the literacy skills required across subject areas.
- *there is an increase of 11% this year in the success rate of students with special needs (IEP) who received accommodations (50% in 2003, 61% in 2004),* schools give students with special needs regular access to appropriate assistive technologies (such as voice recognition software) to support their literacy learning in the classroom as well as their performance on the OSSLT.
- *56% of students with special needs (IEP and IPRC, excluding gifted) receiving accommodations were successful on the OSSLT this year,* schools make every effort to provide the necessary appropriate accommodations to all eligible students.
- *ESL/ELD learners were more successful in writing than in reading on the OSSLT,* teachers of ESL/ELD courses and mainstream subjects continue to develop initiatives that assist students in achieving reading success as they integrate into mainstream classrooms and participate in tests such as the OSSLT.
- *the participation rate for previously eligible students has dropped from 89% in 2002 to 74% in 2004 due in part to increasing absenteeism rates on the OSSLT (6% in 2002, 12% in 2004),* schools consider ways to encourage these students to participate fully and confidently in subsequent administrations.
- *over 96% of students have computers at home,* teachers and parents encourage students to use technology (word processing, the Internet) at home as a literacy tool for school, leisure and life.

EQAO suggests that, because student-questionnaire responses indicate that male students generally prefer reading non-fiction over fiction and writing in computer-related formats (e-mail, chat room messages) over traditional paper-based formats (letters, stories), teachers explore ways of engaging male students in reading and writing activities that respond to these propensities.

EQAO suggests that, because over 96% of students have computers at home, teachers and parents encourage students to use technology (word processing, the Internet) at home as a literacy tool for school, leisure and life.

- ***the majority of students indicated that they do not read or write outside school for more than three hours a week, and because this percentage has increased slightly over the last four OSSLT administrations,*** teachers and parents collaborate to identify approaches and resources that will encourage students to talk about and practise reading and writing in different contexts outside school for school, leisure and life.
- ***unsuccessful students continue to omit responses to some items on the OSSLT (22% of unsuccessful students did not respond to the summary task),*** teachers remind students that they will receive a zero for responses left blank and encourage the students to respond to all test items.



Case Studies: School Success Stories

This year, EQAO is privileged to have gathered a number of stories from local school communities that exemplify the many successful learning environments in publicly funded schools across the province.

Several key themes emerge from the 18 stories below. The schools, from throughout the province, have developed successful and innovative techniques. While no single initiative is responsible for student achievement, school after school has emphasized that student success is not possible without the dedication and commitment of staff. "Our staff ... is our single greatest asset," as one school principal commented.

Some of the recurring themes that schools identify as factors in addressing the literacy needs of students are a school-wide focus on literacy; making literacy a priority and using a cross-curricular approach; the use of EQAO data and resources to guide instruction; a strong literacy committee or team; board support for professional development and programs; networking with feeder schools; remedial help, such as tutoring, for at-risk learners; and the contribution of an entire school community, including parents, volunteers and other non-teaching staff.

EQAO celebrates these schools' stories and commends the efforts of Ontario's educators, parents and members of the public as we all work together for student success.

Arthur Voaden Secondary School, St. Thomas
Thames Valley District School Board

With 684 full-time-equivalent students, Arthur Voaden Secondary School is a mid-sized urban school that offers a full range of programs, including a highly regarded technology program.

The school's success rate for students writing the OSSLT for the first time has climbed from 45% in February 2002 to 72% in October 2004.

Literacy is a whole-school responsibility. We established a literacy committee across all of our school departments and developed extensive preparation materials for students, including a mock OSSLT. We also look very carefully at EQAO data to identify strengths and areas for improvement and we've supported teachers by emphasizing training at both the board and school levels.

Frank Galizia, Principal

The school's literacy committee has used EQAO resources as the basis for developing practice lessons and preparatory materials for the OSSLT. Through this strategy, students become more familiar with the tasks of the OSSLT and receive feedback on their responses to guide future improvement. In addition, the school uses EQAO data to guide highly focused annual school improvement plans.

Belle River District High School, Belle River
Greater Essex County District School Board

The school has 1042 students, up to 10% of whom are receiving special needs support. Belle River is a growing community located about 25 minutes east of Windsor, and many of the students are bused in. The student population is a mix of urban and rural, with the biggest group coming from the sprouting subdivisions.

The school's success rate for students writing the test for the first time rose from 85% in February 2002 to 94% in October 2004.

Since the introduction of the OSSLT, the staff has been dedicated to making it a priority. We have a strong literacy team, which includes the principal, the English department head, a child-youth worker, a learning support teacher, the teacher-librarian and teachers from other disciplines. The board has supported a professional learning library, has given $10 000 for a novel renewal program and has been proactive in providing professional development. We have a "family of schools project," in which we have begun to network extensively with our feeder schools through a board-sponsored Student Success Initiative.

Dan Fister, Principal

The Belle River District High School staff is sensitive to students who are unsuccessful on the test and provides an extra personal touch. The Individual Student Report (ISR) from EQAO is reviewed with each unsuccessful student, who is offered resources and tips to improve his or her reading and writing skills. In the past, the ISR was given to the students in the classroom. Now, the school mails them to the parents after the unsuccessful students have met with school staff. Accompanying the ISR is a cover letter that includes the EQAO Web address and contact information for the school's English department. Parents are very appreciative of the extra attention given to their children.

Dryden High School, Dryden
Keewatin-Patricia District School Board

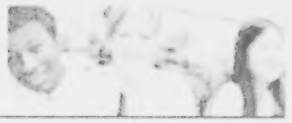
Dryden High School is one of five secondary schools in the Keewatin-Patricia District School Board, a northern Ontario board with a secondary-school population of approximately 2500 spread out over a large geographical area.

The school's OSSLT results for students writing for the first time rose from a success rate of 70% in February 2002 to 82% on the October 2004 assessment.

The Later Literacy teachers in our board form a very strong, collaborative team. We've collectively implemented a number of common literacy initiatives across all five secondary schools. In addition, here at Dryden High School, we've developed school-based initiatives to meet our own specialized needs.

Ellen Bloomfield, Later Literacy teacher

Dryden High School staff administer and assess a practice OSSLT developed at the board level. This preparatory test familiarizes students with OSSLT tasks and gives them a chance to receive focused feedback. Equally important, this strategy provides teachers with the opportunity to explore the OSSLT in depth; they develop highly specialized skills in mirroring the OSSLT in their own ongoing classroom assessment practices.



Holy Cross Catholic Secondary School, Kingston
Algonquin and Lakeshore Catholic District School Board

Founded in 1986, the school is relatively new, with 1336 students from both urban and rural areas. About 200 of the students have Individual Education Plans (IEPs).

The school's success rate for students writing the test for the first time rose from 81% in February 2002 to 91% in October 2004.

It's a concerted effort by all members of the community—parents, teachers, students and non-teaching staff. Our staff members work exceptionally hard to bring out the best in all our students, by going the extra distance to assist all learners. Our Special Education personnel work diligently and communicate continuously with individual teachers to identify and promote appropriate accommodations for our exceptional learners. Many of our students use up-to-date assistive technology, which is supported by the board, our staff and parents.

Paul Walsh, Principal

Many literacy-focused professional development opportunities have been offered to teachers across the board. Our teachers have incorporated the skills they have gained through their training into their classroom practice. All Grade 10 Holy Cross Catholic Secondary School students were involved in four literacy classes in September and October with their regular classroom teachers. Several Grade 10 students who were identified by their teachers as requiring extra assistance were also involved in extra literacy classes. These sessions were administered by teacher candidates at the Faculty of Education at Queen's University on each Friday in October. The one-on-one support offered by the teacher candidates provides new teachers an opportunity to gain a deeper understanding of the importance of literacy and the unique challenges of the at-risk learner while providing focused reading and writing strategies to our at-risk learners.

Lincoln M. Alexander Secondary School, Mississauga
Peel District School Board

Lincoln M. Alexander Secondary School is a highly multicultural school with a significant number of students for whom English is a second language.

The school's OSSLT success rate for students writing for the first time has risen from 39% in February 2002 to 71% in October 2004.

Our school is overwhelmingly South Asian in its demographic. The majority of our students are first-generation immigrants, and many qualify for ESL programs. For us, literacy is a shared priority. Our literacy committee developed a curriculum geared to focus on literacy enhancement. We run a number of programs to provide remedial help as well as explicitly preparing students for the OSSLT.

Jerry Powidajko, Principal

The school's success strategy has focused on intensive student preparation for the OSSLT and the basic literacy skills required by the end of Grade 9. Preparatory lessons based on both OSSLT requirements and EQAO data are presented to students each year. In 2004, for example, students received a total of nine preparatory lessons over a nine-day period. The school's approach revolves around a number of key success factors, including teachers' modelling various reading and writing strategies for students through "think alouds," consistent use of correct language by all teaching staff, the use of literacy specialist teachers and allowing students ample time to practise and demonstrate their understanding.

Loyalist Collegiate and Vocational Institute, Kingston
Limestone District School Board

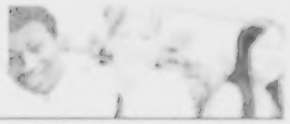
Loyalist College and Vocational Institute draws from a rural and urban population, serving some 700 students, of whom approximately 20% are in ESL courses. A large proportion of students work part-time. The school offers courses at the locally developed, applied, academic and enriched levels.

The school's OSSLT success rate for students writing for the first time has gone from 88% in February 2002 to 92% in October 2004.

We have employed a number of literacy strategies, including peer tutoring, links with our elementary feeder schools and creative timetabling to promote higher literacy rates. Ultimately, I think our success comes down to the dedication and commitment of our staff, who personally "own" the success of every student. Teaching students how to be a good readers is a part of all subject areas.

Norah Marsh, Principal

Included among a variety of literacy initiatives to help at-risk students were a unique book fair and a book festival at the end of each semester. The school invited a number of publishers to participate in the book fair, which was set up in the school foyer for an afternoon and evening. Students were given money to buy books, which they subsequently contributed to the school library. The book festivals are a celebration of student accomplishments, with students creating portfolios that illustrate book content using a variety of media.



M. M. Robinson High School, Burlington
Halton District School Board

The school has about 1200 students. Students opt for a variety of pathways, with approximately 60% traditionally going to university, 25% going to college and 15% to the workplace. It has outstanding music and arts programs and a strong sports program, and it offers Ontario Youth Apprenticeships in Construction, Manufacturing and Cosmetology. M. M. Robinson High School is an urban school with a largely Caucasian student population. At least 10% of the students have been identified as having learning disabilities.

The school's success rate for students writing the test for the first time rose from 82% in February 2002 to 91% in October 2004.

A key factor in student success is keeping the need for literacy improvement at the forefront of what we do. We use a many-pronged approach with continuing professional development in literacy for all teachers across all subject areas. We use EQAO data to bolster the skills of students who were not successful and offer remediation classes. Literacy is discussed at all parent evenings, and we will be training our students as volunteers in a "buddy readers" program to work with elementary students.

Leona Woods, Principal

Think Literacy is a priority at the school—every teacher has a copy. It has become a living document for the staff. Word walls, mind maps and students partnering to talk about what they are reading are evident in classrooms throughout the school. Literacy underlies everything the teachers do in their classroom practice.

Markville Secondary School, Markham
York Region District School Board

Markville Secondary School serves a highly multicultural school population of approximately 1300. Fewer than 50% of the students speak English as their first language. The majority of the students speak one of 31 international languages at home.

The school's OSSLT success rate for students writing for the first time has gone from 79% in February 2002 to 92% in October 2004.

At Markville Secondary School, strong language programs are the key to supporting student success. Literacy is embedded in all areas of the curriculum and forms an educational focus for every member of our staff. Professional development activities, where teachers are engaged in sharing and learning, are the key to consistent student improvement.

Rashmi Swarup, Vice-Principal

Markville Secondary School's EQAO data show that boys and girls are performing equally well. Gender sensitivity in classroom practices and a school-wide focus on reading and writing have effectively closed the gap. Innovative classroom practices include, for example, ensuring that essay topics appeal to boys as well as girls. In addition, the school has developed a highly successful reading initiative that attracts boys by providing the specific types of reading material that capture their interest and attention.

Marshall McLuhan Catholic Secondary School, Toronto
Toronto Catholic District School Board

Marshall McLuhan Catholic Secondary School serves a cross-cultural student population from a mix of socio-economic backgrounds. The majority of the student population is male, with 40% female enrolment.

The school's OSSLT success rate for students writing for the first time has risen from 73% in February 2002 to 91% in October 2004.

We place a great deal of emphasis on using EQAO data to guide instruction and make literacy a school-wide focus, and we provide intensive teacher in-service learning opportunities. We also take care to place students appropriately when they enter the school, so that all of our students have the opportunity to experience success and achieve their highest potential.

Anna Convertini, Principal

Among a variety of initiatives designed to build school-wide literacy, Marshall McLuhan Catholic Secondary School offers Grade 9 students semestered religion and applied English in an otherwise non-semestered school setting. Students take religion in semester one and applied English in semester two from the same teacher, focusing on literacy in both semesters. The success of this initiative is that the curriculum content of both courses is delivered with a specific emphasis on literacy. This approach has provided consistency in instruction, in content and in expectations for students who need such support.

Martingrove Collegiate Institute, Toronto
Toronto District School Board

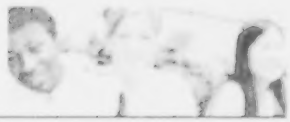
Martingrove Collegiate Institute students come from a wide range of socio-economic and cultural backgrounds. For a significant number of these students, English is a second language.

The school's success rate on the OSSLT for students who are writing for the first time has risen from 88% in February 2002 to 93% in October 2004.

Our students have performed well on the OSSLT over the years, but in order to maintain the performance, we really can't afford to be complacent. We track students with great care. For example, we use the Toronto District School Board diagnostic tests to guide student placement. Our literacy focus doesn't revolve around any single program but is really a bombardment of all types of initiatives, right across the curriculum.

Ruth Durward, Vice-Principal

Literacy is a priority at Martingrove Collegiate Institute, which involves all staff members in a cross-curricular approach to reading and writing improvement. Particular efforts are made to assist at-risk students, including a class dedicated to the Toronto District School Board's Literacy Enrichment Academic Program (LEAP), a reading lab in the Special Education department, a peer tutoring program and a variety of remediation programs throughout the year.



St. Joseph's Catholic Secondary School, Cornwall
Catholic District School Board of Eastern Ontario

St. Joseph's Catholic Secondary School, a composite school in the north end of Cornwall with programs in arts through technology, has 940 students. The city is close to the Quebec border, and French is the first language of a number of students. The ESL student population is 12%, while 14% are receiving accommodations for special needs. The school draws students from a mix of rural and suburban areas.

The school has shown steady improvement on the OSSLT for students writing for the first time, rising from a 62% success rate in February 2002 to 82% in 2004.

It's just doing the simple things. We've concentrated on cross-curricular training. Literacy and numeracy are priorities. The board is putting a significant amount of money and training into these areas. Teachers are being encouraged to encompass literacy and the EQAO formats in their classroom practice.

Jack McCue, Principal.

St. Joseph's Catholic Secondary School's teachers became aware of a significant number of students who don't function well in large groups. Consequently, they decided not to have all students write in the gym but to use smaller classroom settings for writing the test. This has paid dividends for the students. Staff acknowledges it makes for a great deal of work logistically but believes it is well worth it. The school is serving the needs of the students.

St. Joseph-Scollard Hall Secondary School, North Bay
Nipissing-Parry Sound Catholic District School Board

St. Joseph-Scollard Hall Secondary School is the only English-language Catholic secondary school in the board, with 1059 students. It serves a broad geographical area from as far north as Bear Island and as far south as Huntsville. It has a diverse student population, including 239 students identified as having special needs. For those students writing the test, the school has a 7% higher rate of students with an IEP than the provincial average.

The school has steadily improved over the past few years in its success rate for students writing the test for the first time, going from 71% in February 2002 to 85% on the October 2004 test.

At St. Joseph-Scollard Hall Secondary School we strive to ensure that our literacy and numeracy initiatives transcend the tradition of students learning only from teachers. We recognize the value of students learning from each other. Our tutoring program provides our kids with opportunities to espouse our Gospel values while teaching and learning from one another. The improvement in our scores is a direct result of the cross-curricular and cross-panel approach to literacy and numeracy we have adopted.

Mike Stack, Principal.

Using EQAO resources, the school has developed a preliminary test for Grade 9 students. The school's literacy team marks them and identifies at-risk students. Staff meet one-on-one with these students to review the results and discuss options, including tutoring. Frontier College, a national literacy program in Sudbury, trains Grade 12 students to become certified literacy tutors. The student tutors team with Grade 9 students who were not successful on the preliminary test to develop reading and writing skills. They address literacy skills through homework. About 30 tutors and 55 students are involved.

St. Mary's College, Sault Ste. Marie
Huron-Superior Catholic District School Board

This school has about 800 students and a homogeneous culture. About one-third of the students are in applied courses and 84 students have IEPs.

The school's success rate for students writing the test for the first time rose from 84% in February 2002 to 94% in October 2004.

Literacy has become a school effort rather than a one-week event. We've tried to bring all teachers into it. The resources have been tremendous. The teachers have also learned a significant amount about literacy, which has resulted in improvement.

Cindy Salituri, Principal

The role of the secondary-school facilitator was important. She created an implementation plan in the first two years and gave the school a good start. St. Mary's College's coordinated whole-school approach is revised and improved annually. The board focus on literacy in the last two years includes in-service and professional development. The quality and quantity of content-specific literacy resources across the curriculum for classroom teachers has improved. The school offers after-school literacy programs.

St. Theresa of Lisieux Catholic High School, Richmond Hill
York Catholic District School Board

A new school located in a relatively new neighbourhood with a growing population, St. Theresa of Lisieux Catholic High School serves a multicultural community; approximately 15% of the students speak a language other than English at home.

The school's OSSLT success rate for students writing for the first time has gone from 78% in October 2002 to 94% in October 2004.

Through the shared commitment of school staff and a dedicated school council, St. Theresa of Lisieux Catholic High School has worked to engage all students personally in literacy improvement. The success of the literacy program is due to the entire school community taking ownership of the plan.

Paul Devlin, Principal

The school's vision embraces lifelong learning and lifelong literacy. St. Theresa of Lisieux Catholic High School recognizes the value of all partners in its school vision; staff, students and parents are all involved in supporting this vision. The students have been empowered to inform staff about what they need to develop confidence in their literacy skills, and the school council serves as a very strong advocate for the school. One initiative among many involves giving each Grade 10 student a copy of *The Grade 10 Test of Reading and Writing Workbook* to prepare them for the OSSLT. The school provides each Grade 9 student with a copy of *Fit to Print*, a student resource that focuses on grammar, punctuation and writing skills. These two key initiatives have served to make literacy and numeracy a core focus of the school's vision for students, teachers and parents.

Sir Guy Carleton Secondary School, Nepean
Ottawa-Carleton District School Board

Sir Guy Carleton Secondary School is an adaptive-program school serving the specialized needs of a student population that is significantly behind grade level. The school's approximately 450 students, drawn from a large geographical area, are engaged in both diploma and certificate pathways.

The school's OSSLT success rate for students writing for the first time has risen from 0% in February 2002 to 32% on the October 2004 literacy test.

We serve a very special school population. We believe in these kids and we let them know it. We take care to engage and get to know each student personally and avoid having anyone fall through the cracks. Our literacy programs are, of course, critical. But the attitudes and commitment of our staff—and their dedication to these kids—is our single greatest asset.

Debra Ford, Principal

Sir Guy Carleton Secondary School has launched a variety of literacy initiatives, including an aggressive campaign to revitalize its library and the introduction of a software-based remedial-reading program. The library has evolved into the "heart of the school," with increased hours, an expanded computer lab and a wide range of high-interest and low-vocabulary books and other reading resources suited to students' interests and career aspirations. The Academy of Reading software, used to diagnose difficulties and prescribe lessons to fill gaps in students' basic reading skills, has been an effective strategy.

Smooth Rock Falls Secondary School, Smooth Rock Falls
District School Board Ontario North East

Smooth Rock Falls Secondary School, located on Highway 11 between Cochrane and Kapuskasing, has a student population of 38 and is the smallest regular-program school in Ontario.

The school's OSSLT success rate for students writing for the first time has climbed from 64% in October 2002 to 86% on the October 2004 test.

In a small community, teachers can really get to know and care about each student. That's an intangible but very important factor in our success. We have a school-wide focus on literacy. As well, we run a number of specialized programs, including supervised silent reading, a six-week OSSLT preparation course and teacher modelling of literacy. The modelling component is the cornerstone of the program, because it provides students with a target that they can strive to achieve.

Alex Crump, Principal

Every teacher takes part in the school-wide initiative to improve the overall literacy skills of the students. Teachers are required to devise, implement and share lessons that focus on one of the four core writing tasks every month. A recent example involved students viewing a music video and composing a newspaper article that depicted the scene being portrayed. Parents often become engaged in the process by encouraging their children to read for content through media that appeal to young people, most notably the television show *Pop-Up Video*.

South Huron District High School, Exeter
Avon Maitland District School Board

South Huron District High School, a rural school with just under 800 students, serves a region with a strong agricultural base. About 65% of the students arrive by bus from surrounding townships and villages.

The school's success rate for students writing for the first time has risen from 86% in February 2002 to 90% in October 2004.

Rather than provide intensive preparation prior to the OSSLT, we've built the skills and knowledge into the Grade 9 and 10 curriculum across all subjects. We incorporate literacy skills into our daily activities, and staff support for this approach is probably the biggest factor in our success. We collectively set a target each year and do improvement planning for the year based on EQAO data.

Jeff Reaburn, Principal

The school uses data—both EQAO results and its own Grade 9 results—to guide school improvement planning each year and set annual targets. In particular, data are used to pinpoint the areas requiring focused attention. In one school year, for example, the school determined that students were having difficulty with reading and interpreting graphically presented text and in making connections between reading and their own experiences. These areas became focal points that guided departments in their planning for the next school year.

South Lincoln High School, Smithville
District School Board of Niagara

South Lincoln High School is a public secondary school in Smithville with a predominantly English-speaking student population of 460. It offers a full program of subjects.

The school's OSSLT success rate for students writing for the first time has risen from 77% in February 2002 to 92% on the October 2004 test.

This is a genuine team effort. Everyone is working together for student success. In consultation with our curriculum services at the board office, we've established a cross-curricular literacy committee, and we've implemented a number of key initiatives, such as an after-school literacy program, a series of 10 preparatory lessons for the OSSLT, a Friday reading program and a boys' literacy initiative. We've also invested in appropriate resources, using student needs and interests as a critical yardstick.

Carol Purcer, Principal

South Lincoln High School has a very active school literacy committee composed of representatives from all school departments. Through the committee, the school has developed 10 lessons to be taught in the 10 days preceding the OSSLT. The 10 lessons deal with many aspects of the test, some as basic as following instructions. In addition, the lessons familiarize students with the terminology and language of the OSSLT.

Suggested Resources

The following resources are recommended to boards, schools and teachers as effective supports for enhancing student achievement and success.

Building Pathways to Success, Grades 7–12: The Report of the Program Pathways for Students at Risk Work Group (2003), available on the Ministry of Education Web site: www.edu.gov.on.ca.

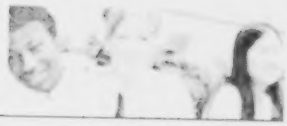
EQAO Guide to School and Board Improvement Planning (2005), available on the EQAO Web site: www.eqao.com.

Me Read? No Way! A Practical Guide to Improving Boys' Literacy Skills (2004), available on the Ministry of Education Web site: www.edu.gov.on.ca.

Preparing Students for the OSSLT: Best Practices from Ontario School Boards (2003), available on the EQAO Web site: www.eqao.com.

Think Literacy: Cross-Curricular Approaches, Grades 7–12 (2003), available on the ELAN Web site: www.elan.on.ca.

Think Literacy Success, Grades 7–12: The Report of the Expert Panel on Students at Risk in Ontario (2003), available on the Ministry of Education Web site: www.edu.gov.on.ca.



Appendices

About the Ontario Secondary School Literacy Test

The Ontario Secondary School Literacy Test (OSSLT) is administered by EQAO. The test assesses the cross-curricular reading and writing skills students are expected to have learned by the end of Grade 9, as outlined in *The Ontario Curriculum*.

Students across Ontario wrote the October 2004 literacy test on the mornings of October 27 and 28. The test took two and a half hours each day, including breaks and instructions.

Students must be successful on both the reading and the writing components of the literacy test, or complete the Ontario Secondary School Literacy Course (OSSLC), to graduate with their Ontario Secondary School Diploma. Students who were not successful on one or both components will be required to take the entire test during the next administration.

For 2004, a single literacy outcome is reported. Students who were not successful on the test received a score for the component or components in which they did not meet the minimum level of achievement. They also received information on their Individual Student Report about the areas of reading and writing that need improvement.

Design and Development

EQAO consults with educators from across the province, and with internationally recognized psychometricians, on all aspects of the test: design, development, bias reviews, field testing, administration, scoring and reporting.

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Parallel English- and French-language versions of the literacy test are developed. Although the questions are different, the overall content of the English- and French-language versions is comparable. Both versions have the same number and kinds of reading and writing tasks but reflect variations in the curricula.

The standard for the literacy test describes a minimum acceptable level of student achievement. It describes student performance in reading and writing that meets or exceeds the minimum criteria (successful) or does not meet the minimum criteria (not successful).

Consistency and Fairness

Each school is sent an English- or French-language CD-ROM for use in training teachers to administer the test. Guides and instructions are provided to ensure that consistent administrative and accommodation procedures are followed. These procedures adhere to the *Principles for Fair Student Assessment Practices for Education in Canada* (1993).

EQAO has specific procedures in place to ensure that testing is consistent and fair for all students. Students must write the test independently in a quiet environment, supervised by teachers. Teachers follow a script to ensure that a common message is given to all students in the province. There is a time limit. Students work on one booklet at a time in a predetermined order and must seal each booklet as they complete it.

Students with special needs are provided with accommodations according to the Ministry of Education's Policy/Program Memorandum No. 127. English as a second language (ESL) and English literacy development (ELD) learners are provided with special provisions described in EQAO's *Guide for Accommodations, Special Provisions, Deferrals and Exemptions.*

Quality Assurance

During the administration of the literacy test, quality assurance monitors visit publicly funded English-language Catholic and non-denominational schools as well as private schools across the province selected at random. Monitors examine security procedures for the test materials before, during and after the test and determine how consistently the test is being administered.

For the October 2004 literacy test, monitors reported that all schools maintained tight security. Test materials were stored in secure locations, such as the school vault or the principal's office, and individual student test materials were kept unopened before the start of the test.

Scoring

Before the literacy test is scored, all student papers are scrambled so that they can be distributed randomly to the scorers. All student papers go through "blind scoring," with no names or other information on the student work that might identify a student, a school or a school board.

Throughout the scoring process, EQAO takes steps to ensure that student papers are scored consistently. This involves training, a qualifying test for scorers, reliability checks and ongoing monitoring of validity. For student performances close to the minimum successful score, double scoring of responses is conducted.

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About the Education Quality and Accountability Office

The Education Quality and Accountability Office (EQAO), an arm's-length agency of the Government of Ontario, develops and administers several province-wide tests. The results of these assessments yield individual, school, school board and provincial data on student achievement.

EQAO is a vital part of the education community. It provides parents, educators and the public with high-quality, objective curriculum-based information about student achievement. Annual provincial testing results are used to inform professional practice. Parents and students receive an Individual Student Report about the student's test result.

Schools and school boards create their own reports of EQAO data for distribution to parents and others in their communities. EQAO posts school, school board and provincial results on its Web site (www.eqao.com).

Mandate

EQAO is dedicated to working with the education community and to enhancing the quality and accountability of the education system in Ontario. This will be achieved through student assessments that produce objective, reliable and relevant information, and through the timely public release of this information along with recommendations for system improvement.

Glossary of Terms

Cohort Definitions

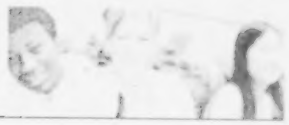
- **First-time eligible students** typically entered Grade 9 during the 2003–2004 school year. These students (and any others placed in this cohort) were required to write the Ontario Secondary School Literacy Test (OSSLT) for the first time in October 2004. "First-time eligible" includes all students in the cohort who are working toward an Ontario Secondary School Diploma (OSSD).
- **Previously eligible students** typically entered Grade 9 during the 2000–2001, 2001–2002 or 2002–2003 school year and were first eligible to write the OSSLT in February 2002, October 2002 or October 2003. "Previously eligible" includes all students working toward an OSSD who were not successful during a previous administration, or were absent or deferred, and were eligible to write the OSSLT in October 2004.

Methods of Reporting

- **All eligible students:** This method of reporting provides percentages based on all students in the cohort who are working toward an OSSD. The only students excluded are those who are not working toward an OSSD (exempt students).
- **Fully participating students:** This method of reporting provides percentages based on the number of students for whom there is work for both days of the administration of the OSSLT and who were assigned a single outcome (successful or not successful). Students who are not working toward an OSSD, those who were absent one or both days and those whose participation was deferred are not included in the data.

Categories of Reporting

- **Successful:** These students fully participated in the OSSLT, and their results met or exceeded the minimum acceptable standard.
- **Not successful:** These students fully participated in the OSSLT, but their results did not meet the minimum acceptable standard.
- **Absent:** Students are considered absent from the test if there was no work completed in the booklets administered on one or both days of the administration.
- **Deferred:** Students' participation in the OSSLT can be deferred under several circumstances, as outlined in EQAO's *Guide for Accommodations, Special Provisions, Deferrals and Exemptions.* A student is categorized as deferred only if the Student Information Form (SIF) submitted by the school indicates a deferral. If a student completed any portion of the OSSLT, he or she is not categorized as deferred.



- **OSSLC:** Students are placed in this category of reporting if the school indicated on the SIF that the student would be fulfilling his or her literacy requirement through the Ontario Secondary School Literacy Course (OSSLC). For details about the OSSLC, see the Ministry of Education Web site (www.edu.gov.on.ca). If a student completed any portion of the OSSLT, he or she is not categorized as OSSLC.
- **Exempted:** Students can be exempted from the OSSLT only if they are not working toward an OSSD. A student is categorized as exempted only if the SIF submitted by the school indicates that the student is exempted. If a student completed any portion of the OSSLT, he or she is not categorized as exempted.

Categories of Students

- **ESL/ELD:** Students in the English as a second language (ESL)/English literacy development (ELD) group are those whose SIF indicated that they are ESL/ELD learners.
- **Students with special needs (excluding gifted):** Students with special needs are those with an Individual Education Plan (IEP), who may or may not have been identified as "exceptional pupils" by an Identification, Placement and Review Committee (IPRC) in accordance with Ministry of Education Policy/Program Memorandum No. 127. Students whose sole identified exceptionality is giftedness are not included in this group.
- **Students with special needs (excluding gifted), receiving accommodations:** Students receiving test accommodations are students with an IEP, who may or may not have been identified as "exceptional pupils" by an IPRC. Students whose sole identified exceptionality is giftedness are not included in this group. Detailed information about accommodations is available in the Ministry of Education Policy/Program Memorandum No. 127 and in the *EQAO Guide for Accommodations, Special Provisions, Deferrals and Exemptions.*

Sample Reading Selection with Items and Expected Answers

This section provides samples of reading items to support remediation for students who were not successful. The items should be used in conjunction with the information provided on the Individual Student Report (ISR).

EQAO has provided the reading skills assessed, the correct answers, the percentage of students in the province whose answers were correct and the percentage of students whose answers were partly correct (where applicable) for each item.

Reading 2

The Art and Science of Complaining

You *finally* bought that bike/computer/inflatable armchair — only to discover that you got much less than you paid for. Instead of being a victim, you *can* get some satisfaction. Complain and do it properly! Effective complaining is a skill, but one that's easily learned. All it requires is discipline, persistence and following a few simple steps. 1

Facts are your ammunition in a showdown with a retailer, so before complaining, make sure you're prepared by having your facts straight. Write them down including specifics about the product, a clear statement of the problem and the solution you expect, the date and location of your purchase and the amount you paid. A receipt usually verifies this information. 2

In-person Complaining

Discussing a complaint in person is often the most effective way of solving a problem. But this doesn't mean a confrontation. No matter how annoyed you are, it's important to set aside emotions when complaining. You're there to achieve a goal, not to vent personal feelings. 3

When you arrive at the store with your facts, your receipt and the product, find the salesperson you dealt with or the store manager. State the facts of your case along with the solution you expect clearly and concisely. Remain positive and persistent and move up the corporate ladder. If you're dealing with a salesperson, politely ask to see the manager. If you're already speaking with the manager, ask for the store owner. Always get names and titles of the people you deal with and thank them for their time. 4

Protesting by Post

If you don't get favourable results from complaining in person, consider writing a letter. Letters are tangible evidence of a grievance. 5

An effective letter of complaint has similar components to the face-to-face meeting. The letter should be typed and kept to one page. Present all relevant facts first, in detail. Focus on facts, not emotions. Next, give a clear, concise statement of the solution you expect. End the letter with your phone number and thank the reader for their time. Include copies (never originals) of receipts, warranties and, if possible, photos of the merchandise. 6

Always address the letter to a specific person with the authority to solve your problem. You can get names of company presidents and directors of consumer relations by calling the company. Keep a copy of the letter for yourself and consider sending it by registered mail so they can't say they didn't receive it. 7

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Monday, February 22, 2001

Barbara Smith, President
Fantastic Clothes Inc.
123 Anystreet Avenue
Toronto, Ontario
M5M 5M5

send THIS

Dear Ms. Smith:

I purchased a striped knit sweater, style number 56313, from your Kitchener store on February 2, 2001. Following the washing instructions on the label, I hand-washed the garment in cold water. Afterwards, I was surprised to find the colours had run together and the sweater was ruined.

I took the sweater back to the store on February 19, 2001 and explained the situation to the store manager, Anita Jones. Ms. Jones said she believed the damage was caused by improper washing on my part and that she would not fulfill my request for a refund or an exchange.

I am writing to you, Ms. Smith, because I am dissatisfied with the quality of the sweater and, in light of your company's fine reputation and advertised commitment to customer satisfaction, I would like you to personally arrange for a replacement or a refund for the $51.73 I spent on the sweater.

Enclosed is a copy of the sales receipt along with a photograph of the sweater. I can be reached at (519) 555-1944.

I look forward to hearing from you within the next few weeks.

Sincerely,

NOT this

Rachel Brahms

Other Options

If you haven't received a response within a few weeks, you may consider getting outside help. Every provincial government has a department that offers free advice and information to disgruntled customers. Local newspapers often have a Consumer Affairs column. Local television stations may have a consumer advocate such as Goldhawk or Silverman. 8

Groups like the Consumer's Association of Canada and the Canadian Direct Marketing Association also help dissatisfied customers. Small claims court is another option. 9

Next time you've been ripped-off, don't be a doormat — complain! 10

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"Whining and Winning," by Joe Valvasori, originally appeared in *What* magazine, February 1999.

Multiple-Choice Questions

Percentage Correct: Province

Assessing the student's understanding of indirectly stated ideas and information

1. In paragraph 1, why has "can" been put in italics?

   A) to be polite
   B) to encourage action
   C) to give the first step
   D) to create a slang expression

Correct Answer: B — 90%

Assessing the student's understanding of directly stated ideas and information

2. Why should consumers consider sending a letter of complaint by registered mail? (paragraph 7)

   F) The letter can be emotional.
   G) The company can't say it didn't arrive.
   H) The company president will solve the problem.
   J) It is a better method than complaining in person.

Correct Answer: G — 84%

Assessing the student's understanding of indirectly stated ideas and information

3. How is the information in this selection ordered?

   A) It gives the reader a series of steps to follow.
   B) It lists reasons why teens are often "ripped-off."
   C) It first tells what not to do, and then tells what to do.
   D) It compares the way different companies react to consumer complaints.

Correct Answer: A — 75%

Assessing the student's ability to make connections between personal experiences and the ideas and information in the reading selection

4. If you were in a hurry to find specific information in this selection, which visual feature would help your search?

   F) italics
   G) heading
   H) shading
   J) illustrations

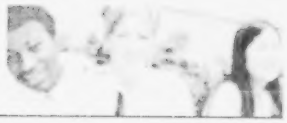
Correct Answer: G — 76%

Written-Answer Questions

	Percentage Correct: Province	Percentage Partly Correct: Province
Assessing the student's understanding of indirectly stated ideas and information		
5. Why is the dash used in the first sentence?		
Correct Answer indicates the dash is used to introduce an afterthought or a contrast or to make the reader pause before reading the rest of the sentence.	32%	
Acceptable answers include the following: • *to show a contrast* • *as a pause between the two ideas* • *to link the first part to the second part of the sentence and show a change in emotion*		
6. Why should you "include copies (never originals) of receipts, warranties..."?		
Correct Answer gives a plausible reason indicating that the original invoice is the purchaser's only proof of purchase.	81%	
Acceptable answers include the following: • *to have a proof of purchase* • *in case the copies get lost* • *so you know what you paid and you can show them the original receipt* • *if the real version of the receipt gets lost there is no proof that you purchased it from the store*		
Assessing the student's ability to make connections between personal experiences and the ideas and information in the reading selection		
7. Why is it a good idea to address complaints to the store owner or manager rather than to the salesperson?		
Correct Answer infers that the manager or owner has the authority to take action.	52%	
Acceptable answers include the following: • *The store owner or manager is the person in charge and will see that your complaint is dealt with.* • *He or she has more power to refund the product.* • *The store owner will do something to avoid losing business.*		
Partly Correct Answer indicates general comprehension but may omit an explanation or specific reason.		39%

	Percentage Correct: Province	Percentage Partly Correct: Province
Assessing the student's understanding of indirectly stated ideas and information		
8. Why would a person receiving the handwritten letter of complaint on the second page of this selection react negatively to it?		
Correct Answer indicates that a letter of complaint should look professional and be easy to read or that a letter's content should be clear and specific.	83%	
Acceptable answers include the following: • *It looks unprofessional and contains opinions not facts. The writing is difficult.* • *They might react negatively to it because it is handwritten, sloppy and grammatically incorrect.* • *It is messy, and she didn't send it to a specific person.*		
Assessing the student's understanding of directly stated ideas and information		
9. Why is the picture of the young woman beside the handwritten letter?		
Correct Answer provides a plausible explanation of a connection between the picture and the letter(s).	69%	
Acceptable answers include the following: • *It may give an example of the woman who bought the sweater and she is frustrated as her letter shows.* • *She is beside the letter to show the process of thinking and writing a letter of complaint.* • *The picture is beside the letter to show that handwritten letters of complaint are unprofessional and may seem juvenile.*		
Partly Correct Answer indicates general comprehension but omits a needed explanation.		21%
Assessing the student's ability to make connections between personal experiences and the ideas and information in the reading selection		
10. "Local television stations may have a consumer advocate...." (paragraph 8) What does "consumer advocate" mean as used in this selection?		
Correct Answer indicates that a consumer advocate works on behalf of the consumer to resolve problems between the consumer and a company.	47%	
Acceptable answers include the following: • *This means someone who represents, defends and fights for consumers.* • *A media person who offers advice to customers. Everyone listens, so the problems get solved.* • *A person who advises customers on what to do with problems with stores.*		

	Percentage Correct: Province	Percentage Partly Correct: Province
Assessing the student's understanding of indirectly stated ideas and information		
11. "Next time you've been ripped-off, don't be a doormat—complain!" Give one reason why this is a good final line for this selection.		
Correct Answer indicates that the last sentence summarizes the article or reinforces the main message of the article.	87%	
Acceptable answers include the following: • It motivates you to take action and not to be intimidated or let other people "walk all over you." • Because it is a strong and bold statement. The words are powerful, so they will leave the reader thinking. • It summarizes everything in the story and tells you what to do next.		



Sample Writing Task with Expected Answers

This section provides a sample of one of the four writing tasks on the OSSLT to support remediation for students who were not successful. It should be used in conjunction with the information provided on the ISR.

EQAO has provided sample (unedited) student responses for Columns 2 and 3. Column 2 represents a response that is marginally unacceptable for the task. Column 3 represents an acceptable response to the task. At the provincial level, 17% of students' performances on this task were in Column 2; 52% of the students' performances were in Column 3. (The rubric on page 51 describes the columns.)

Writing a Summary

Task:	Write a **summary** of the selection printed below. Include the main idea of the original selection and at least two important details that support it.
Purpose and Audience:	an adult who is interested in finding out how well you understood the selection
Length:	fewer than 100 words

Physical Education

Many schools have reduced the time allocated to Physical Education and few children in Canada get more than an hour a week of gym. Canadian schools must bring back Physical Education as a regular and mandatory part of their program.

In Ontario high schools, only one course in Physical Education is compulsory and the majority of students don't take optional phys. ed. credits. Across the country, the shortsightedness of some school systems in eliminating mandatory Physical Education classes has contributed to an epidemic of inactivity and obesity in Canada's youth.

Statistics show that only 10 per cent of Canadian young people are active enough to derive any health benefits for their hearts. According to one North American study, the average high-school graduate will have spent 18 000 hours in front of a TV, 12 000 hours in school and only 500 hours in Physical Education classes.

The lack of physical activity combined with the poor nutritional habits of our fast-food culture is having predictable results. We're producing a generation of inactive and overweight young people and that isn't good for our kids or for our society.

Concerned groups have asked governments to alter school curricula to include a minimum of 30 minutes a day of physical activity. The immediate return to regular, mandatory Physical Education in schools is an investment in the future health of our society!

Rough Notes

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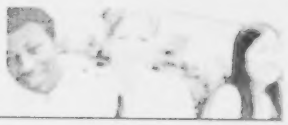
Adapted from "The Return of Physical Education," by André Picard, published in *The Globe and Mail*. Reprinted with permission of *The Globe and Mail*.



Summary: Student Sample #1

Physical Education:

In this section it is stating that the average student is not taking part in physical Education. So what their saying is the Canddian schools are making it mandatory that students in public schools to have thirty minutes of physical activity a days. It also shows that the average high schooler spends to much time around the T.V. and not enough physical activity time because its their option to choose if they want pick physical Education as one of their classes.

Holistic Score and Rationale

Column 2 (see rubric on page 51)

The main idea of the original is not accurately captured: *"Canaddian schools are making it mandatory that students in public schools to have thirty minutes of physical activity a days."*

The response accurately captures at least two ideas: *"the average high schooler spends to much time around the T.V. ...," "... not enough physical activity time because its their option to choose if they want to pick physical Education as one of their classes."*

There are lapses in the organization. Transitions are awkward, and the two ideas in the last sentence are not well connected: *"time around the T.V."* and choosing *"physical Education as one of their clas es."*

Errors in spelling, *"Canaddian"*; in usage, *"their saying," "to much"*; in syntax, *"that students in public schools to have"*; and in apostrophe use, *"its,"* are present but do not interfere with communication.

Summary: Student Sample #2

Many schools have reduced the time allocated to Physical Education. Canadian schools must bring back Physical Education for mandatory part of their program statistics show that only 10 per cent of Candadian young people are active. The lack of physical activity combined with the poor nutritional habits of our fast- food culture is having predicable results. The immediate return to regular, mandatory Physical Education in the schools is an investment in the future healh of our society.

Holistic Score and Rationale

Column 3 (see Rubric on page 51)

The response accurately captures the main idea from the original: *"...schools must bring back Physical Education for mandatory part of their program."*

The response accurately captures at least two clear, supporting details from the original: *"the lack of physical activity ... to predicable results," "reduced the time allocated to Physical Education," "the immediate return ...is an investment in the future healh of our society."*

The organization is simple and clear, in a similar order and with similar content to the original, and uses a series of simple sentences.

Some errors in spelling, *"healh," "predicable," "Candadian"*; in syntax, *"... their program statistics show...,"* are present but do not interfere with communication.

Rubric: Assessment Criteria

The following summarizes the criteria used in assessing student responses on the Ontario Secondary School Literacy Test, October 2004.

Holistic Scoring: Summary

Blank	Illegible	Irrelevant Content	Off Task	Long Summary	Short Summary
nothing written or drawn in the lined space provided	cannot be read; completely crossed out/ erased; not written in English	does not attempt assigned prompt (e.g., comment on the task, drawings, "?", "!", "I don't know")	not a summary (e.g., personal opinion, point-form notes)	more than 100 words	fewer than 100 words

"Short summary" leads to this rubric:

Column 1	Column 2	Column 3	Column 4
1A captures one idea from the original **AND/OR** **1B** errors prevent clear communication	accurately captures at least two ideas from the original, but lapses in organization (connection between some but not all ideas) are present errors interfere with communication	accurately captures the main idea and at least two supporting details from the original in a simple or mechanical manner errors do not interfere with communication	accurately and coherently captures the main idea and at least two clearly related supporting details from the original errors, if any, do not interfere with communication

"Long summary" leads to this rubric:

Column A	Column B	Column C
AA captures one idea from the original **AND/OR** **AB** errors prevent clear communication	accurately captures two ideas from the original, but lapses in organization (connection between some but not all ideas) are present errors interfere with communication	accurately captures the main idea and at least two supporting details from the original in an organized manner errors do not interfere with communication

Working together

to improve student learning

The Education Quality and Accountability Office (EQAO) is dedicated to working with the education community and to enhancing the quality and accountability of the education system in Ontario. This is achieved through student assessments that produce objective, reliable and relevant information, and through the timely public release of this information along with recommendations for system improvement.

Values

- EQAO values student learning above all other interests.
- EQAO values information that has the potential to bring about constructive change and improvement.
- EQAO values the dedication and expertise of Ontario's educators and works in partnership with them in all of its activities.
- EQAO values the delivery of its programs and services with equivalent quality in both English and French.

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EQAO
Education Quality and Accountability Office

Education Quality and Accountability Office
2 Carlton Street, Suite 1200
Toronto ON M5B 2M9

Telephone: 1-888-327-7377

Web site: www.eqao.com

EQAO

Education
Quality and
Accountability
Office

Ontario Secondary School Literacy Test, 2004–2005

Provincial Results: Detailed Data Tables

May 2005

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Glossary of Terms

Cohort Definitions

- **First-time eligible students** typically entered Grade 9 during the 2003–2004 school year. These students (and any others placed in this cohort) were required to write the Ontario Secondary School Literacy Test (OSSLT) for the first time in October 2004. "First-time eligible" includes all students in the cohort who are working toward an Ontario Secondary School Diploma (OSSD).
- **Previously eligible students** typically entered Grade 9 during the 2000–2001, 2001–2002 or 2002–2003 school year and were first eligible to write the OSSLT in February 2002, October 2002 or October 2003. "Previously eligible" includes all students working toward an OSSD who were not successful during a previous administration, or were absent or deferred, and were eligible to write the OSSLT in October 2004.

Methods of Reporting

- **All eligible students:** This method of reporting provides percentages based on all students in the cohort who are working toward an OSSD. The only students excluded are those who are not working toward an OSSD (exempt students).
- **Fully participating students:** This method of reporting provides percentages based on the number of students for whom there is work for both days of the administration of the OSSLT and who were assigned a single outcome (successful or not successful). Students who are not working toward an OSSD, those who were absent one or both days and those whose participation was deferred are not included in the data.

Categories of Reporting

- **Successful:** These students fully participated in the OSSLT, and their results met or exceeded the minimum acceptable standard.
- **Not successful:** These students fully participated in the OSSLT, but their results did not meet the minimum acceptable standard.
- **Absent:** Students are considered absent from the test if there was no work completed in the booklets administered on one or both days of the administration.
- **Deferred:** Students' participation in the OSSLT can be deferred under several circumstances, as outlined in EQAO's *Guide for Accommodations, Special Provisions, Deferrals and Exemptions*. A student is categorized as deferred only if the Student Information Form (SIF) submitted by the school indicates a deferral. If a student completed any portion of the OSSLT, he or she is not categorized as deferred.
- **OSSLC:** Students are placed in this category of reporting if the school indicated on the SIF that the student would be fulfilling his or her literacy requirement through the Ontario Secondary School Literacy Course (OSSLC). For details about the OSSLC, see the Ministry of Education Web site (www.edu.gov.on.ca). If a student completed any portion of the OSSLT, he or she is not categorized as OSSLC.
- **Exempted:** Students can be exempted from the OSSLT only if they are not working toward an OSSD. A student is categorized as exempted only if the SIF submitted by the school indicates that the student is exempted. If a student completed any portion of the OSSLT, he or she is not categorized as exempted.

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- **Students with special needs (excluding gifted):** Students with special needs are those with an Individual Education Plan (IEP), who may or may not have been identified as "exceptional pupils" by an Identification, Placement and Review Committee (IPRC) in accordance with Ministry of Education Policy/Program Memorandum No. 127. Students whose sole identified exceptionality is giftedness are not included in this group.
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First-Time Eligible Students

Student Participation and Success Rates, October 2004

Overall Results

	All Students # = 160 088		Fully Participating Students # = 147 781	
	#	%	#	%
Successful	121 855	76%	121 855	82%
Not Successful	25 926	16%	25 926	18%
Overall Participation Rate	**147 781**	**92%**		
Absent One or Both Days	5 435	3%		
Deferred	6 872	4%		

Notes: Percentages in tables may not add up to 100%, due to rounding.
1% of students were exempted from the OSSLT and are not included in the October 2004 participation data and results.

Results over Time

	All Students				Fully Participating Students			
	Feb. 2002	**Oct. 2002**	**Oct. 2003**	**Oct. 2004**	**Feb. 2002**	**Oct. 2002**	**Oct. 2003**	**Oct. 2004**
	# = 141 061	# = 146 539	# = 157 464	# = 160 088	# = 129 032	# = 136 028	# = 143 025	# = 147 781
Successful	69%	67%	70%	76%	75%	72%	77%	82%
Not Successful	23%	26%	21%	16%	24%	28%	23%	18%
Overall Participation Rate	**91%**	**93%**	**91%**	**92%**				
Absent One or Both Days	4%	3%	4%	3%				
Deferred	4%	4%	5%	4%				

Notes: Percentages in tables may not add up to 100%, due to rounding.
This table does not include students who were exempted.

Student Participation and Success Rates by Student Characteristic, October 2004

Participation by Student Characteristic, October 2004

	#	Percentage of First-Time Eligible	Percentage Absent One or Both Days	Percentage Deferred	Percentage Fully Participating
All First-Time Eligible Students	160 088	100%	3%	4%	92%
Gender					
Female	77 110	48%	3%	3%	94%
Male	81 469	51%	3%	5%	92%
Student Status					
ESL/ELD Learners	7 054	4%	3%	30%	67%
Special Needs (excluding gifted)	19 775	12%	4%	6%	90%
Level of Study					
Academic	100 642	63%	1%	<1%	98%
Applied	40 841	26%	5%	3%	92%
Locally Developed	4 937	3%	9%	27%	64%

Note: Percentages in tables may not add up to 100%, due to rounding.

Profile of Students: An Examination over Time

Demographic Information	February 2002		October 2002		October 2003		October 2004	
All First-Time Eligible Students	141 061		146 539		157 464		160 088	
Gender	#	%	#	%	#	%	#	%
Female	67 586	48%	70 675	48%	75 023	48%	77 110	48%
Male	71 131	50%	73 999	50%	79 904	51%	81 469	51%
Gender Not Specified	2 344	2%	1 865	1%	2 537	2%	1 509	1%
Student Status								
ESL/ELD Learners	3 768	3%	5 317	4%	8 589	5%	7 054	4%
Students with Special Needs (excluding gifted)	16 646	12%	18 075	12%	20 426	13%	19 775	12%
Students with Special Needs Receiving Accommodations (excluding gifted)	13 383	9%	14 283	10%	16 160	10%	17 387	11%
Type of English Course								
Academic	70 120	50%	101 270	69%	101 327	64%	100 642	63%
Applied	24 570	17%	34 202	23%	41 493	26%	40 841	26%
Locally Developed	3 806	3%	6 333	4%	5 281	3%	4 937	3%
Language								
First Language Learned at Home Was Other Than English	Note: Different questions were asked in these years. See previous provincial reports.				33 465	24%	32 976	22%
Speak Only or Mostly English at Home					106 242	75%	111 929	76%
Speak Another Language (or languages) as Often as English at Home					23 749	17%	21 463	15%
Speak Only or Mostly Another Language (or other languages) at Home					11 120	8%	12 197	8%
Participation in the Test								
All First-Time Eligible Students	141 061		146 539		157 464		160 088	
First-Time Eligible Students Who Participated Fully in the Test	129 032	91%	136 028	93%	143 025	91%	147 781	92%
Fully Participating Students with Special Needs (excluding gifted) Who Received One or More Accommodations	14 150	10%	17 220	10%	17 183	11%	16 661	11%
Fully Participating ESL/ELD Learners Who Received One or More Special Provisions	512	1%	1 870	1%	3 468	2%	4 418	3%
Students Who Were Exempted	1147		1637		2253		2102	

Note: Percentages in tables may not add up to 100%, due to rounding.

Results by Gender

Results by Gender, October 2004

	All Female and Male Students				Fully Participating Female and Male Students			
	Female # = 77 110		Male # = 81 469		Female # = 72 296		Male # = 74 659	
	#	%	#	%	#	%	#	%
Successful	62 268	81%	58 972	72%	62 268	86%	58 972	79%
Not Successful	10 028	13%	15 687	19%	10 028	14%	15 687	21%
Overall Participation Rate	**72 296**	**94%**	**74 659**	**92%**				
Absent One or Both Days	2 209	3%	2 688	3%				
Deferred	2 605	3%	4 122	5%				

Note: Percentages in tables may not add up to 100%, due to rounding.

Results for Female Students, over Time

	All Female Students				Fully Participating Female Students			
	Feb. 2002	Oct. 2002	Oct. 2003	Oct. 2004	Feb. 2002	Oct. 2002	Oct. 2003	Oct. 2004
	# = 67 586	# = 70 675	# = 75 023	# = 77 110	# = 62 931	# = 66 527	# = 69 529	# = 72 296
Successful	75%	71%	74%	81%	80%	75%	80%	86%
Not Successful	18%	23%	19%	13%	20%	24%	20%	14%
Overall Participation Rate	**93%**	**94%**	**93%**	**94%**				
Absent One or Both Days	4%	2%	3%	3%				
Deferred	3%	4%	4%	3%				

Note: Percentages in tables may not add up to 100%, due to rounding.

Results for Male Students, over Time

	All Male Students				Fully Participating Male Students			
	Feb. 2002	Oct. 2002	Oct. 2003	Oct. 2004	Feb. 2002	Oct. 2002	Oct. 2003	Oct. 2004
	# = 71 131	# = 73 999	# = 79 904	# = 81 469	# = 64 744	# = 68 153	# = 71 961	# = 74 659
Successful	64%	63%	66%	72%	70%	68%	73%	79%
Not Successful	26%	29%	24%	19%	30%	32%	27%	21%
Overall Participation Rate	**91%**	**92%**	**90%**	**92%**				
Absent One or Both Days	4%	3%	4%	3%				
Deferred	5%	5%	6%	5%				

Note: Percentages in tables may not add up to 100%, due to rounding.

Results by Student Status

ESL/ELD Learners, October 2004

	All ESL/ELD Students		Fully Participating ESL/ELD Students	
	# = 7054		# = 4691	
Successful	2330	33%	2330	50%
Not Successful	2361	33%	2361	50%
Overall Participation Rate	**4691**	**67%**		
Absent One or Both Days	226	3%		
Deferred	2137	30%		

Note: Percentages in tables may not add up to 100%, due to rounding.

ESL/ELD Learners, over Time

	All ESL/ELD Learners				Fully Participating ESL/ELD Learners			
	Feb. 2002	**Oct. 2002**	**Oct. 2003**	**Oct. 2004**	**Feb. 2002**	**Oct. 2002**	**Oct. 2003**	**Oct. 2004**
	# = 3768	# = 5317	# = 8589	# = 7054	# = 1735	# = 2391	# = 4677	# = 4691
Successful	17%	15%	23%	33%	37%	34%	42%	50%
Not Successful	29%	29%	32%	33%	63%	67%	58%	50%
Overall Participation Rate	**46%**	**45%**	**55%**	**67%**				
Absent One or Both Days	2%	1%	6%	3%				
Deferred	52%	54%	40%	30%				

Note: Percentages in tables may not add up to 100%, due to rounding.

Students with Special Needs (excluding gifted), October 2004

	All Students with Special Needs (excluding gifted)		Fully Participating Students with Special Needs (excluding gifted)	
	# = 19 775		# = 17 709	
Successful	10 113	51%	10 113	57%
Not Successful	7 596	38%	7 596	43%
Overall Participation Rate	**17 709**	**90%**		
Absent One or Both Days	844	4%		
Deferred	1 222	6%		

Note: Percentages in tables may not add up to 100%, due to rounding.

Students with Special Needs (excluding gifted), over Time

	All Students with Special Needs (excluding gifted)				Fully Participating Students with Special Needs (excluding gifted)			
	Feb. 2002	Oct. 2002	Oct. 2003	Oct. 2004	Feb. 2002	Oct. 2002	Oct. 2003	Oct. 2004
	# = 16 646	# = 18 075	# = 20 426	# = 19 775	# = 14 150	# = 15 591	# = 17 183	# = 17 709
Successful	34%	32%	39%	51%	40%	37%	46%	57%
Not Successful	51%	54%	46%	38%	60%	62%	54%	43%
Overall Participation Rate	**85%**	**86%**	**84%**	**90%**				
Absent One or Both Days	5%	4%	5%	4%				
Deferred	10%	10%	11%	6%				

Note: Percentages in tables may not add up to 100%, due to rounding.

Students with Special Needs (IEP, excluding gifted), Receiving Accommodations, October 2004

	All Students with Special Needs (IEP, excluding gifted), Receiving Accommodations		Fully Participating Students with Special Needs (IEP, excluding gifted), Receiving Accommodations	
	# = 4010		# = 3849	
Successful	2337	58%	2337	61%
Not Successful	1512	38%	1512	39%
Overall Participation Rate	**3849**	**96%**		
Absent One or Both Days	161	4%		
Deferred	0	0%		

Note: Percentages in tables may not add up to 100%, due to rounding.

Students with Special Needs (IEP, excluding gifted), Receiving Accommodations, over Time

	All Students with Special Needs (IEP, excluding gifted), Receiving Accommodations				Fully Participating Students with Special Needs (IEP, excluding gifted), Receiving Accommodations			
	Feb. 2002	Oct. 2002	Oct. 2003	Oct. 2004	Feb. 2002	Oct. 2002	Oct. 2003	Oct. 2004
	# = 2691	# = 2825	# = 3518	# = 4010	# = 2517	# = 2713	# = 3361	# = 3849
Successful	41%	37%	47%	58%	43%	39%	50%	61%
Not Successful	53%	59%	49%	38%	56%	61%	51%	39%
Overall Participation Rate	**93%**	**96%**	**96%**	**96%**				
Absent One or Both Days	5%	4%	4%	4%				
Deferred	1%	<1%	0%	0%				

Note: Percentages in tables may not add up to 100%, due to rounding.

Students with Special Needs (IEP and/or IPRC, excluding gifted), Receiving Accommodations, October 2004

	All Students with Special Needs (IEP and/or IPRC, excluding gifted), Receiving Accommodations		Fully Participating Students with Special Needs (IEP and/or IPRC, excluding gifted), Receiving Accommodations	
	# = 13 377		# = 12 812	
Successful	7 156	53%	7 156	56%
Not Successful	5 656	42%	5 656	44%
Overall Participation Rate	**12 812**	**96%**		
Absent One or Both Days	565	4%		
Deferred	0	0%		

Note: Percentages in tables may not add up to 100%, due to rounding.

Students with Special Needs (IEP and/or IPRC, excluding gifted), Receiving Accommodations, over Time

	All Students with Special Needs (IEP and/or IPRC, excluding gifted), Receiving Accommodations				Fully Participating Students with Special Needs (IEP and/or IPRC, excluding gifted), Receiving Accommodations			
	Feb. 2002	**Oct. 2002**	**Oct. 2003**	**Oct. 2004**	**Feb. 2002**	**Oct. 2002**	**Oct. 2003**	**Oct. 2004**
	# = 10 692	# = 11 458	# = 12 642	# = 13 377	# = 10 027	# = 10 983	# = 12 021	# = 12 812
Successful	35%	35%	41%	53%	37%	37%	43%	56%
Not Successful	59%	60%	54%	42%	53%	63%	57%	44%
Overall Participation Rate	**94%**	**96%**	**95%**	**96%**				
Absent	5%	4%	5%	4%				
Deferred	1%	<1%	0%	0%				

Note: Percentages in tables may not add up to 100%, due to rounding.

Results by Type of English Course

Overall Results, October 2004

	All Students in an Academic English Course		All Students in an Applied English Course		All Students in a Locally Developed English Course		Fully Participating Students in an Academic English Course		Fully Participating Students in an Applied English Course		Fully Participating Students in a Locally Developed English Course	
	# = 100 642		# = 40 841		# = 4937		# = 99 058		# = 37 381		# = 3138	
Successful	93 002	92%	23 228	57%	809	16%	93 002	94%	23 228	62%	809	26%
Not Successful	6 056	6%	14 153	35%	2 329	47%	6 056	6%	14 153	38%	2 329	74%
Overall Participation Rate	**99 058**	**98%**	**37 381**	**92%**	**3138**	**64%**						
Absent One or Both Days	1 324	1%	2 212	5%	456	9%						
Deferred	260	<1%	1 248	3%	1 343	27%						

Note: Percentages in tables may not add up to 100%, due to rounding.

Academic English Course, Results over Time

	All Students in an Academic English Course				Fully Participating Students in an Academic English Course			
	Feb. 2002	Oct. 2002	Oct. 2003	Oct. 2004	Feb. 2002	Oct. 2002	Oct. 2003	Oct. 2004
	# = 70 120	# = 101 270	# = 101 327	# = 100 642	# = 66 577	# = 98 668	# = 98 709	# = 99 058
Successful	83%	83%	87%	92%	87%	85%	90%	94%
Not Successful	12%	14%	9%	6%	13%	15%	10%	6%
Overall Participation Rate	**95%**	**97%**	**97%**	**98%**				
Absent One or Both Days	3%	1%	2%	1%				
Deferred	2%	1%	1%	<1%				

Note: Percentages in tables may not add up to 100%, due to rounding.

Applied English Course, Results over Time

	All Students in an Applied English Course				Fully Participating Students in an Applied English Course			
	Feb. 2002	Oct. 2002	Oct. 2003	Oct. 2004	Feb. 2002	Oct. 2002	Oct. 2003	Oct. 2004
	# = 24 574	# = 34 202	# = 41 493	# = 40 838	# = 21 581	# = 30 233	# = 36 545	# = 37 381
Successful	38%	33%	43%	57%	44%	38%	49%	62%
Not Successful	49%	55%	45%	35%	56%	62%	51%	38%
Overall Participation Rate	**88%**	**88%**	**88%**	**92%**				
Absent One or Both Days	7%	5%	7%	5%				
Deferred	5%	7%	5%	3%				

Note: Percentages in tables may not add up to 100%, due to rounding.

Locally Developed English Course, Results over Time

	All Students in a Locally Developed English Course				Fully Participating Students in a Locally Developed English Course			
	Feb. 2002	Oct. 2002	Oct. 2003	Oct. 2004	Feb. 2002	Oct. 2002	Oct. 2003	Oct. 2004
	# = 3806	# = 6333	# = 5281	# = 4937	# = 2237	# = 4302	# = 3262	# = 3138
Successful	7%	10%	11%	16%	12%	14%	18%	26%
Not Successful	52%	59%	50%	47%	88%	86%	81%	74%
Overall Participation Rate	**59%**	**68%**	**62%**	**64%**				
Absent One or Both Days	12%	9%	11%	9%				
Deferred	29%	23%	27%	27%				

Note: Percentages in tables may not add up to 100%, due to rounding.

Results by Skill and Type of Selection or Task

Reading, October 2004

	Average Score of All Students	Average Score of Students Who Were Successful	Average Score of Students Who Were Not Successful
	# = 145 179	# = 120 327	# = 24 852
Reading Skill			
Understands directly stated (explicit) ideas and information	26/35	27/35	20/35
Understands indirectly stated (implicit) ideas and information	35/52	38/52	25/52
Makes connections between personal experience and the ideas and information in the reading selections	27/38	28/38	19/38
Reading Selection Type			
Information (e.g., explanation, opinion)	41/56	44/56	30/56
Graphic (e.g., graph, schedule, instructions)	21/31	22/31	15/31
Narrative (e.g., story, dialogue)	26/38	27/38	18/38

Note: The scores shown are the average number of points received proportional to the total points available for that reading skill or selection type. Comparisons between skills and selection types and with previous years are not supported by assessment design. However, school and board comparisons with provincial results are appropriate.

Writing, October 2004

The following four tables summarize student performance on each of the writing tasks. Results are shown separately for students who passed the writing component of the OSSLT and those who did not.

Summary	Successful	Not Successful
Classification of Student Response	# = 122 281	# = 20 744
• Accurately captures the main idea and at least two supporting details from the original in an organized manner	80%	35%
• Captures only two ideas* from the original, with lapses in organization	17%	21%
• Captures only one idea* from the original, and/or errors prevent clear communication	2%	8%
• Blank or illegible	1%	14%
• Irrelevant content or off task: not a summary	1%	22%

Note: Percentages in tables may not add up to 100%, due to rounding.
* May or may not include the main idea.

Paragraphs Expressing an Opinion	Successful	Not Successful
Classification of Student Response	# = 122 281	# = 20 744
• Expresses a clear opinion with sufficient supporting details, in an organized manner	92%	50%
• Expresses an unclear opinion with insufficient supporting details and/or lapses in organization	8%	34%
• Expresses an unsupported opinion, and/or errors prevent clear communication	1%	12%
• Blank or illegible	0%	1%
• Irrelevant content, off topic or off task: not an opinion	0%	3%

Note: Percentages in tables may not add up to 100%, due to rounding.

News Report	Successful	Not Successful
Classification of Student Response	# = 122 281	# = 20 744
• Presents sufficient facts and information in the form of an organized news report	95%	56%
• Presents insufficient facts and information partly in the form of a news report with lapses in organization	4%	27%
• Presents unrelated facts and information partly in the form of a news report, and/or errors prevent clear communication	0%	0%
• Blank or illegible	0%	8%
• Irrelevant content, off topic or off task: not a news report	0%	9%

Note: Percentages in tables may not add up to 100%, due to rounding.

Information Paragraph	Successful	Not Successful
Classification of Student Response	# = 122 281	# = 20 744
• Organized around a clear main idea and including at least four supporting details from the list provided	80%	34%
• With errors and lapses in paragraph structure and fewer than four details related to a main idea, from the list provided	18%	43%
• Without a main idea, and/or errors prevent clear communication	1%	11%
• Blank or illegible	0%	4%
• Irrelevant content, off topic or off task: not in the form of an exposition	0%	8%

Note: Percentages in tables may not add up to 100%, due to rounding.

Students' Learning Environment

	February 2002		October 2002		October 2003		October 2004	
	Female # = 62 779	Male # = 64 557	Female # = 69 981	Male # = 72 000	Female # = 70 374	Male # = 71 801	Female # = 71 922	Male # = 74 086
Percentage of first-time eligible students indicating that								
they have a computer at home	92%	91%	92%	90%	97%	96%	96%	96%
they use the computer almost every day for school work	This question was not asked.				33%	30%	31%	28%
they read English outside school for more than three hours a week (not counting homework)	39%	31%	40%	33%	39%	31%	39%	30%
they read the following kinds of material outside school most weeks:								
• non-fiction books, e.g., biographies	21%	18%	20%	18%	25%	23%	27%	25%
• comics	26%	33%	28%	35%	30%	37%	26%	33%
• Web sites, e-mail, chat messages	75%	69%	80%	74%	83%	75%	80%	72%
• letters	46%	17%	44%	17%	42%	19%	36%	17%
• magazines	82%	64%	81%	64%	82%	65%	83%	64%
• manuals, instructions	10%	23%	10%	25%	15%	27%	13%	27%
• newspapers	44%	48%	44%	50%	42%	48%	41%	46%
• novels, short stories, other fiction	63%	41%	64%	42%	66%	46%	68%	46%
• poetry, song lyrics	45%	20%	47%	22%	55%	28%	62%	37%
• religious or spiritual readings	14%	10%	14%	11%	16%	12%	15%	12%

Note: Percentages in tables may not add up to 100%, due to rounding.

	February 2002		October 2002		October 2003		October 2004	
	Female # = 62 779	**Male** # = 64 557	**Female** # = 69 981	**Male** # = 72 000	**Female** # = 70 374	**Male** # = 71 801	**Female** # = 71 922	**Male** # = 74 086
Percentage of first-time eligible students indicating that								
they have the following English-language materials at home:								
• dictionaries, encyclopedias (print or electronic)	This question was not asked.						90%	85%
• books							92%	86%
• newspapers							82%	78%
• magazines							87%	79%
they write in English outside school more than three hours a week (not counting homework)	33%	25%	34%	25%	31%	23%	33%	24%
they do the following types of writing outside school most weeks:								
• e-mail messages, chat-room conversations	87%	82%	88%	82%	92%	87%	91%	86%
• letters, journals, diaries	66%	15%	58%	11%	58%	14%	55%	13%
• notes, directions, instructions	45%	30%	46%	28%	39%	29%	39%	28%
• song lyrics, poems	32%	19%	32%	19%	39%	25%	41%	24%
• stories, fiction	15%	11%	15%	11%	20%	15%	22%	15%
• work-related writing	This part was not included.		21%	22%	35%	35%	37%	37%

Note: Percentages in tables and bar graphs may not add up to 100%, due to rounding.

Previously Eligible Students

Student Participation and Success Rates, October 2004

Overall Results

	All Students		Fully Participating Students	
	# = 51 907		# = 38 628	
Successful	24 107	46%	24 107	62%
Not Successful	14 521	28%	14 521	38%
Overall Participation Rate	**38 628**	**74%**		
Absent One or Both Days	6 230	12%		
Deferred	1 932	4%		
Students Opting for the OSSLC*	5 117	10%		

Note: Percentages in tables may not add up to 100%, due to rounding.
* Ontario Secondary School Literacy Course.

Results by Component, over Time

	All Students						Fully Participating Students					
	October 2002		October 2003		October 2004		October 2002		October 2003		October 2004	
	# = 37 242		# = 56 034		# = 51 907		# = 33 308		# = 46 095		# = 38 628	
Successful	16 027	43%	27 950	50%	24 107	46%	16 027	48%	27 950	61%	24 107	62%
Not Successful	17 281	46%	18 145	32%	14 521	28%	17 281	52%	18 145	39%	14 521	38%
Fully Participating	**33 308**	**89%**	**46 095**	**82%**	**38 628**	**74%**						
Absent One or Both Days	2 203	6%	5 182	9%	6 230	12%						
Deferred	1 731	5%	785	1%	1 932	4%						
OSSLC	n/a	n/a	3 972	7%	5 117	10%						
Exempt	**350**		**221**		**2102**							
Required to Pass Both Reading and Writing												
	n.r.		# = 27 329		# = 27 849		# = 17 075		# = 20 826		# = 18 569	
Successful	5 645	n.r.	8 337	31%	7 736	28%	5 645	33%	8 337	40%	7 736	42%
Not Successful	11 430	n.r.	12 489	46%	10 833	39%	11 430	67%	12 489	60%	10 833	58%
Fully Participating	**17 075**	**n.r.**	**20 826**	**77%**	**18 569**	**67%**						
Absent One or Both Days	n.r.	n.r.	4 602	17%	4 163	15%						
Deferred	n.r.	n.r.	642	2%	1 843	7%						
OSSLC	n.r.	n.r.	1 259	5%	3 274	12%						
Required to Pass Reading Only												
	n.r.		# = 21 714		# = 15 920		# = 10 385		# = 19 950		# = 13 124	
Successful	5 310	n.r.	14 890	69%	10 302	65%	5 310	51%	14 890	75%	10 302	78%
Not Successful	5 075	n.r.	5 060	23%	2 822	18%	5 075	49%	5 060	25%	2 822	22%
Fully Participating	**10 385**	**n.r.**	**19 950**	**92%**	**13 124**	**82%**						
Absent One or Both Days	n.r.	n.r.	344	2%	1 296	8%						
Deferred	n.r.	n.r.	113	1%	66	<1%						
OSSLC	n.r.	n.r.	1 307	6%	1 434	9%						
Required to Pass Writing Only												
	n.r.		# = 5812		# = 8138		# = 5848		# = 5319		# = 6935	
Successful	5 072	n.r.	4 723	81%	6 069	75%	5 072	87%	4 723	89%	6 069	88%
Not Successful	776	n.r.	596	10%	866	11%	776	13%	596	11%	866	12%
Fully Participating	**5 848**	**n.r.**	**5 319**	**91%**	**6 935**	**85%**						
Absent One or Both Days	n.r.	n.r.	236	4%	771	9%						
Deferred	n.r.	n.r.	30	1%	23	<1%						
OSSLC	n/a	n/a	227	4%	409	5%						

Notes: Percentages in tables may not add up to 100%, due to rounding.
n.r. Information not prepared for or reported in provincial documents.
n/a Not applicable for this test administration.

Student Participation and Success Rates by Student Characteristic, October 2004

Participation by Student Characteristic, October 2004

	#	Percentage of Previously Eligible	Percentage Absent One or Both Days	Percentage Deferred	OSSLC	Percentage Fully Participating
All Previously Eligible Students	51 907	100%	12%	4%	10%	74%
Gender						
Female	20 974	40%	11%	3%	10%	75%
Male	30 211	58%	12%	4%	10%	74%
Student Status						
ESL/ELD Learners	3 041	6%	5%	16%	2%	76%
Special Needs (excluding gifted)	14 131	27%	11%	3%	8%	79%

Note: Percentages in tables may not add up to 100%, due to rounding.

Profile of Students: An Examination over Time

Demographic Information	October 2002		October 2003		October 2004	
Number of Previously Eligible Students	37 242		56 034		51 907	
Gender	#	%	#	%	#	%
Female	14 776	40%	23 479	42%	20 974	40%
Male	21 989	59%	31 813	56%	30 211	58%
Gender Not Specified	477	1%	742	1%	722	1%
Student Status						
ESL/ELD Learners	1 935	5%	2 330	4%	3 041	6%
Students with Special Needs (excluding gifted)	10 769	29%	15 987	29%	14 131	27%
Students with Special Needs (excluding gifted), Receiving Accommodations	8 995	24%	13 184	24%	11 883	23%
Language						
First Language Learned at Home Was Other Than English	Note: Different questions were asked these years. See previous provincial reports.		13 184	29%	11 735	31%
Speak Only or Mostly English at Home			31 133	68%	25 539	67%
Speak Another Language (or languages) as Often as English at Home			9 170	20%	6 969	18%
Speak Only or Mostly Another Language (or other languages) at Home			4 890	11%	5 343	14%
Participation in the Test						
Fully Participating Previously Eligible Students	33 308	n.r.	46 095	n.r.	38 628	n.r.
Previously Eligible Students Who Fully Participated in the Test	n.r.	89%	n.r.	82%	n.r.	74%
Fully Participating Students with Special Needs (excluding gifted) Who Received One or More Accommodations	8 528	26%	12 077	26%	10 517	27%
Fully Participating ESL/ELD Learners Who Received One or More Special Provisions	927	3%	1 330	3%	2 139	6%
Students Who Were Exempted	350		221		953	

Note: Percentages in tables may not add up to 100%, due to rounding.
n.r. Information not prepared for or reported in provincial documents.

Results by Gender

Results by Gender, October 2004

	All Female and Male Students				Fully Participating Female and Male Students			
	Female # = 20 974		Male # = 30 211		Female # = 15 796		Male # = 22 293	
	#	%	#	%	#	%	#	%
Successful	10 369	49%	13 392	44%	10 369	66%	13 392	60%
Not Successful	5 427	26%	8 901	29%	5 427	34%	8 901	40%
Overall Participation Rate	**15 796**	**75%**	**22 293**	**74%**				
Absent One or Both Days	2 365	11%	3 752	12%				
Deferred	711	3%	1 198	4%				
OSSLC	2 102	10%	2 968	10%				

Note: Percentages in tables may not add up to 100%, due to rounding.

Results for Female Students, over Time

	All Female Students						Fully Participating Female Students					
	October 2002		October 2003		October 2004		October 2002		October 2003		October 2004	
	# = 14 776		# = 23 479		# = 20 974		# = 13 318		# = 19 587		# = 15 796	
Successful	6 334	43%	12 309	52%	10 369	49%	6 334	48%	12 309	63%	10 369	66%
Not Successful	6 984	46%	7 278	31%	5 427	26%	6 984	52%	7 278	37%	5 427	34%
Fully Participating	**13 318**	**90%**	**19 587**	**83%**	**15 796**	**75%**						
Absent One or Both Days	n.r.	6%	n.r.	8%	2 365	11%						
Deferred	n.r.	5%	n.r.	1%	711	3%						
OSSLC	n/a	n/a	n/a	7%	2 102	10%						
Required to Pass Both Reading and Writing												
	n.r.		# = 10 773		# = 10 855		# = 6668		# = 8276		# = 7329	
Successful	2 347	n.r.	3 553	33%	3 349	31%	2 347	35%	3 553	43%	3 349	46%
Not Successful	4 321	n.r.	4 723	44%	3 980	37%	4 321	65%	4 723	57%	3 980	54%
Fully Participating	**6 668**	**n.r.**	**8 276**	**77%**	**7 329**	**68%**						
Absent One or Both Days	n.r.	n.r.	n.r.	16%	1 546	14%						
Deferred	n.r.	n.r.	n.r.	2%	678	6%						
OSSLC	n/a	n/a	n/a	5%	1 302	12%						
Required to Pass Reading Only												
	n.r.		# = 10 138		# = 7354		# = 4651		# = 9358		# = 6086	
Successful	2 231	n.r.	6 960	69%	4 853	66%	2 231	48%	6 960	74%	4 853	80%
Not Successful	2 420	n.r.	2 398	24%	1 233	17%	2 420	52%	2 398	26%	1 233	20%
Fully Participating	**4 651**	**n.r.**	**9 358**	**93%**	**6 086**	**83%**						
Absent One or Both Days	n.r.	n.r.	n.r.	1%	568	8%						
Deferred	n.r.	n.r.	n.r.	1%	26	<1%						
OSSLC	n/a	n/a	n/a	6%	674	9%						
Required to Pass Writing Only												
	n.r.		# = 2116		# = 2765		# = 1999		# = 1953		# = 2381	
Successful	1 756	n.r.	1 796	85%	2 167	78%	1 756	88%	1 796	92%	2 167	91%
Not Successful	243	n.r.	157	7%	214	8%	243	12%	157	8%	214	9%
Fully Participating	**1 999**	**n.r.**	**1 953**	**92%**	**2 381**	**86%**						
Absent One or Both Days	n.r.	n.r.	n.r.	3%	251	9%						
Deferred	n.r.	n.r.	n.r.	1%	7	<1%						
OSSLC	n/a	n/a	n/a	4%	126	5%						

Notes: Percentages in tables may not add up to 100%, due to rounding.
n.r. Information not prepared for or reported in provincial documents.
n/a Not applicable for this test administration.

Results for Male Students, over Time

	All Male Students						Fully Participating Male Students					
	October 2002		October 2003		October 2004		October 2002		October 2003		October 2004	
	# = 21 989		# = 31 813		# = 30 211		# = 19 602		# = 26 008		# = 22 293	
Successful	9 510	43%	15 299	48%	13 392	44%	9 510	48%	15 299	59%	13 392	60%
Not Successful	10 092	46%	10 709	34%	8 901	29%	10 092	52%	10 709	41%	8 901	40%
Fully Participating	**19 602**	**89%**	**26 008**	**82%**	**22 293**	**74%**						
Absent One or Both Days	n.r.	6%	n.r.	10%	3 752	12%						
Deferred	n.r.	5%	n.r.	1%	1 198	4%						
OSSLC	n/a	n/a	n/a	7%	2 968	10%						
Required to Pass Both Reading and Writing												
	n.r.		# = 16 254		# = 16 598		# = 10 188		# = 12 358		# = 10 981	
Successful	3 226	n.r.	4 692	29%	4 274	26%	3 226	32%	4 692	38%	4 274	39%
Not Successful	6 962	n.r.	7 666	46%	6 707	40%	6 962	68%	7 666	62%	6 707	61%
Fully Participating	**10 188**	**n.r.**	**12 358**	**75%**	**10 981**	**66%**						
Absent One or Both Days	n.r.	n.r.	n.r.	17%	2 533	15%						
Deferred	n.r.	n.r.	n.r.	2%	1 143	7%						
OSSLC	n/a	n/a	n/a	5%	1 941	12%						
Required to Pass Reading Only												
	n.r.		# = 11 299		# = 8358		# = 5634		# = 10 342		# = 6862	
Successful	3 029	n.r.	7 730	68%	5 305	63%	3 029	54%	7 730	75%	5 305	77%
Not Successful	2 605	n.r.	2 612	23%	1 557	19%	2 605	46%	2 612	25%	1 557	23%
Fully Participating	**5 634**	**n.r.**	**10 342**	**91%**	**6 862**	**82%**						
Absent One or Both Days	n.r.	n.r.	n.r.	2%	709	8%						
Deferred	n.r.	n.r.	n.r.	<1%	39	<1%						
OSSLC	n/a	n/a	n/a	6%	748	9%						
Required to Pass Writing Only												
	n.r.		# = 3630		# = 5255		# = 3780		# = 3308		# = 4450	
Successful	3 255	n.r.	2 877	79%	3 813	73%	3 255	86%	2 877	87%	3 813	86%
Not Successful	525	n.r.	431	12%	637	12%	525	14%	431	13%	637	14%
Fully Participating	**3 780**	**n.r.**	**3 308**	**91%**	**4 450**	**85%**						
Absent One or Both Days	n.r.	n.r.	n.r.	4%	510	10%						
Deferred	n.r.	n.r.	n.r.	<1%	16	<1%						
OSSLC	n/a	n/a	n/a	4%	279	5%						

Notes: Percentages in tables may not add up to 100%, due to rounding.
n.r. Information not prepared for or reported in provincial documents.
n/a Not applicable for this test administration.

Results by Student Status

ESL/ELD Learners

	All ESL/ELD Learners						Fully Participating ESL/ELD Learners					
	October 2002		October 2003		October 2004		October 2002		October 2003		October 2004	
	# = 1935		# = 2330		# = 3041		# = n.r.		# = 1927		# = 2325	
Successful	n.r.	n.r.	813	35%	1024	34%	n.r.	n.r.	813	42%	1024	44%
Not Successful	n.r.	n.r.	1114	48%	1301	43%	n.r.	n.r.	1114	58%	1301	56%
Fully Participating	**n.r.**	**64%**	**1927**	**83%**	**2325**	**76%**						
Absent One or Both Days	n.r.	3%	n.r.	5%	161	5%						
Deferred	n.r.	34%	n.r.	9%	496	16%						
OSSLC	n/a	n/a	n/a	3%	59	2%						
Required to Pass Both Reading and Writing												
	n.r.		# = 1760		# = 2477		# = n.r.		# = 1426		# = 1802	
Successful	n.r.	n.r.	492	28%	647	26%	n.r.	25%	492	35%	647	36%
Not Successful	n.r.	n.r.	934	53%	1155	47%	n.r.	75%	934	75%	1155	64%
Fully Participating	**n.r.**	**n.r.**	**1426**	**81%**	**1802**	**73%**						
Absent One or Both Days	n.r.	n.r.	n.r.	6%	144	6%						
Deferred	n.r.	n.r.	n.r.	11%	495	20%						
OSSLC	n/a	n/a	n/a	2%	36	1%						
Required to Pass Reading Only												
	n.r.		# = 488		# = 488		# = n.r.		# = 449		# = 453	
Successful	n.r.	n.r.	282	58%	315	65%	n.r.	47%	282	63%	315	70%
Not Successful	n.r.	n.r.	167	34%	138	28%	n.r.	53%	167	37%	138	30%
Fully Participating	**n.r.**	**n.r.**	**449**	**92%**	**453**	**93%**						
Absent One or Both Days	n.r.	n.r.	n.r.	1%	14	3%						
Deferred	n.r.	n.r.	n.r.	2%	0	0%						
OSSLC	n/a	n/a	n/a	4%	21	4%						

Required to Pass Writing Only												
	n.r.		# = 71		# = 76		# = n.r.		# = 52		# = 70	
Successful	n.r.	n.r.	39	55%	62	82%	n.r.	85%	39	75%	62	89%
Not Successful	n.r.	n.r.	13	18%	8	11%	n.r.	15%	13	25%	8	11%
Fully Participating	**n.r.**	**n.r.**	**52**	**72%**	**70**	**92%**						
Absent One or Both Days	n.r.	n.r.	n.r.	6%	3	4%						
Deferred	n.r.	n.r.	n.r.	13%	1	1%						
OSSLC	n/a	n/a	n/a	8%	2	3%						

Notes: Percentages in tables may not add up to 100%, due to rounding.
n.r. Information not prepared for or reported in provincial documents.
n/a Not applicable for this test administration.

Students with Special Needs (excluding gifted), October 2004

	All Students with Special Needs (excluding gifted)		Fully Participating Students with Special Needs (excluding gifted)	
	# = 14 131		# = 11 098	
Successful	5 894	42%	5 894	53%
Not Successful	5 204	37%	5 204	47%
Overall Participation Rate	**11 098**	**79%**		
Absent One or Both Days	1 504	11%		
Deferred	393	3%		
OSSLC	1 136	8%		

Note: Percentages in tables may not add up to 100%, due to rounding.

Students with Special Needs (IEP, excluding gifted), Receiving Accommodations, October 2004

	All Students with Special Needs (IEP, excluding gifted), Receiving Accommodations		Fully Participating Students with Special Needs (IEP, excluding gifted), Receiving Accommodations	
	# = 2495		# = 2243	
Successful	1351	54%	1351	60%
Not Successful	892	36%	892	40%
Overall Participation Rate	**2243**	**90%**		
Absent One or Both Days	252	10%		
Deferred	0	0%		
OSSLC	0	0%		

Note: Percentages in tables may not add up to 100%, due to rounding.

Students with Special Needs (IEP and/or IPRC, excluding gifted), Receiving Accommodations, October 2004

	All Students with Special Needs (IEP and/or IPRC, excluding gifted), Receiving Accommodations		Fully Participating Students with Special Needs (IEP and/or IPRC, excluding gifted), Receiving Accommodations	
	# = 9388		# = 8274	
Successful	4264	45%	4264	52%
Not Successful	4010	43%	4010	48%
Overall Participation Rate	**8274**	**88%**		
Absent One or Both Days	1114	12%		
Deferred	0	0%		
OSSLC	0	0%		

Note: Percentages in tables may not add up to 100%, due to rounding.

Results for Students with Special Needs (excluding gifted), over Time

	All Students With Special Needs (excluding gifted)						Fully Participating Students With Special Needs (excluding gifted)					
	October 2002		October 2003		October 2004		October 2002		October 2003		October 2004	
	# = 10 817		# = 15 987		# = 14 131		# = 9531		# = 13 285		# = 11 098	
Successful	3319	31%	6412	40%	5894	42%	3319	35%	6412	48%	5894	53%
Not Successful	6212	57%	6873	43%	5204	37%	6212	65%	6873	52%	5204	47%
Fully Participating	**9531**	**89%**	**13 285**	**83%**	**11 098**	**79%**						
Absent One or Both Days	n.r.	5%	n.r.	9%	1504	11%						
Deferred	n.r.	6%	n.r.	2%	393	3%						
OSSLC	n/a	n/a	n/a	6%	1136	8%						
Required to Pass Both Reading and Writing												
	n.r.		# = 8691		# = 8244		# = 5624		# = 6787		# = 6034	
Successful	1280	n.r.	2039	23%	2042	25%	1280	23%	2039	30%	2042	34%
Not Successful	4344	n.r.	4748	55%	3992	48%	4344	78%	4748	71%	3992	66%
Fully Participating	**5624**	**n.r.**	**6787**	**78%**	**6034**	**73%**						
Absent One or Both Days	n.r.	n.r.	n.r.	14%	1080	13%						
Deferred	n.r.	n.r.	n.r.	4%	367	4%						
OSSLC	n/a	n/a	n/a	4%	763	9%						
Required to Pass Reading Only												
	n.r.		# = 5989		# = 4343		# = 2955		# = 5472		# = 3725	
Successful	1249	n.r.	3493	58%	2723	63%	1249	42%	3493	64%	2723	73%
Not Successful	1706	n.r.	1979	33%	1002	23%	1706	58%	1979	36%	1002	27%
Fully Participating	**2955**	**n.r.**	**5472**	**91%**	**3725**	**86%**						
Absent One or Both Days	n.r.	n.r.	n.r.	2%	296	7%						
Deferred	n.r.	n.r.	n.r.	1%	20	<1%						
OSSLC	n/a	n/a	n/a	6%	302	7%						
Required to Pass Writing Only												
	n.r.		# = 1120		# = 1544		# = 952		# = 1026		# = 1339	
Successful	790	n.r.	880	79%	1129	73%	790	83%	880	86%	1129	84%
Not Successful	162	n.r.	146	13%	210	14%	162	17%	146	14%	210	16%
Fully Participating	**952**	**n.r.**	**1026**	**92%**	**1339**	**87%**						
Absent One or Both Days	n.r.	n.r.	n.r.	4%	128	8%						
Deferred	n.r.	n.r.	n.r.	<1%	6	<1%						
OSSLC	n/a	n/a	n/a	4%	71	5%						

Notes: Percentages in tables may not add up to 100%, due to rounding.
n.r. Information not prepared for or reported in provincial documents.
n/a Not applicable for this test administration.

Students with Special Needs (IEP, excluding gifted), Receiving Accommodations, over Time

	All Students with Special Needs (IEP, excluding gifted), Receiving Accommodations						Fully Participating Students with Special Needs with (IEP, excluding gifted), Receiving Accommodations					
	October 2002		October 2003		October 2004		October 2002		October 2003		October 2004	
	# = 1916		# = 2891		# = 2495		# = 1838		# = 2700		# = 2243	
Successful	825	43%	1510	52%	1351	54%	825	45%	1510	56%	1351	60%
Not Successful	1013	53%	1190	41%	892	36%	1013	55%	1190	44%	892	40%
Fully Participating	**1838**	**96%**	**2700**	**93%**	**2243**	**90%**						
Absent One or Both Days	n.r.	4%	n.r.	7%	252	10%						
Deferred	n.r.	<1%	n.r.	0%	0	0%						
OSSLC	n/a	n/a	n/a	0%	0	0%						
Required to Pass Both Reading and Writing												
	n.r.		# = 1450		# = 1306		# = 1012		# = 1282		# = 1128	
Successful	325	n.r.	474	33%	462	35%	325	32%	474	37%	462	41%
Not Successful	687	n.r.	808	55%	666	51%	687	68%	808	63%	666	59%
Fully Participating	**1012**	**n.r.**	**1282**	**88%**	**1128**	**86%**						
Absent One or Both Days	n.r.	n.r.	n.r.	12%	178	14%						
Deferred	n.r.	n.r.	n.r.	0%	0	0%						
OSSLC	n/a	n/a	n/a	0%	0	0%						
Required to Pass Reading Only												
	n.r.		# = 1171		# = 848		# = 594		# = 1154		# = 794	
Successful	297	n.r.	794	68%	609	72%	297	50%	794	69%	609	77%
Not Successful	297	n.r.	360	31%	185	22%	297	50%	360	31%	185	23%
Fully Participating	**594**	**n.r.**	**1154**	**99%**	**794**	**94%**						
Absent One or Both Days	n.r.	n.r.	n.r.	1%	54	6%						
Deferred	n.r.	n.r.	n.r.	0%	0	0%						
OSSLC	n/a	n/a	n/a	0%	0	0%						
Required to Pass Writing Only												
	n.r.		# = 270		# = 341		# = 232		# = 264		# = 321	
Successful	203	n.r.	242	90%	280	82%	203	88%	242	92%	280	87%
Not Successful	29	n.r.	22	8%	41	12%	29	13%	22	8%	41	13%
Fully Participating	**232**	**n.r.**	**264**	**98%**	**321**	**94%**						
Absent One or Both Days	n.r.	n.r.	n.r.	2%	20	6%						
Deferred	n.r.	n.r.	n.r.	0%	0	0%						
OSSLC	n/a	n/a	n/a	0%	0	0%						

Notes: Percentages in tables may not add up to 100%, due to rounding.
n.r. Information not prepared for or reported in provincial documents.
n/a Not applicable for this test administration.

Students with Special Needs (IEP and/or IPRC, excluding gifted), Receiving Accommodations, over Time

	All Students with Special Needs (IEP and/or IPRC, excluding gifted), Receiving Accommodations						Fully Participating Students with Special Needs (IEP and/or IPRC, excluding gifted), Receiving Accommodations					
	October 2002		October 2003		October 2004		October 2002		October 2003		October 2004	
	# = 7079		# = 10 293		# = 9388		# = 6690		# = 9377		# = 8274	
Successful	2220	31%	4369	42%	4264	45%	2220	33%	4369	47%	4264	52%
Not Successful	4470	63%	5008	49%	4010	43%	4470	67%	5008	53%	4010	48%
Fully Participating	**6690**	**95%**	**9377**	**91%**	**8274**	**88%**						
Absent One or Both Days	n.r.	5%	n.r.	9%	1114	12%						
Deferred	n.r.	<1%	n.r.	0%	0	0%						
OSSLC	n/a	n/a	n/a	0%	0	0%						
Required to Pass Both Reading and Writing												
	n.r.		# = 5598		# = 5412		# = 3966		# = 4801		# = 4608	
Successful	852	n.r.	1370	24%	1506	28%	852	21%	1370	29%	1506	33%
Not Successful	3114	n.r.	3431	61%	3102	57%	3114	78%	3431	71%	3102	67%
Fully Participating	**3966**	**n.r.**	**4801**	**85%**	**4608**	**85%**						
Absent One or Both Days	n.r.	n.r.	n.r.	14%	804	15%						
Deferred	n.r.	n.r.	n.r.	0%	0	0%						
OSSLC	n/a	n/a	n/a	0%	0	0%						
Required to Pass Reading Only												
	n.r.		# = 4001		# = 2938		# = 2103		# = 3912		# = 2726	
Successful	854	n.r.	2439	61%	1972	67%	854	41%	2439	62%	1972	72%
Not Successful	1249	n.r.	1473	37%	754	26%	1249	59%	1473	38%	754	28%
Fully Participating	**2103**	**n.r.**	**3912**	**98%**	**2726**	**93%**						
Absent One or Both Days	n.r.	n.r.	n.r.	2%	212	7%						
Deferred	n.r.	n.r.	n.r.	0%	0	0%						
OSSLC	n/a	n/a	n/a	0%	0	0%						

Required to Pass Writing Only												
	n.r.		# = 694		# = 1038		# = 621		# = 664		# = 1038	
Successful	514	n.r.	560	81%	786	76%	514	83%	560	84%	786	84%
Not Successful	107	n.r.	104	15%	154	15%	107	17%	104	16%	154	16%
Fully Participating	**621**	**n.r.**	**664**	**96%**	**940**	**91%**						
Absent One or Both Days	n.r.	n.r.	n.r.	4%	98	9%						
Deferred	n.r.	n.r.	n.r.	0%	0	0%						
OSSLC	n/a	n/a	n/a	0%	0	0%						

Notes: Percentages in tables may not add up to 100%, due to rounding.
n.r. Information not prepared for or reported in provincial documents.
n/a Not applicable for this test administration.

Results by Skill and Type of Selection or Task

Reading, October 2004

	Average Score of All Students	Average Score of Students Who Were Successful	Average Score of Students Who Were Not Successful
	# = 29 981	# = 17 064	# = 12 917
Reading Skill			
Understands directly stated (explicit) ideas and information	22/35	25/35	18/35
Understands indirectly stated (implicit) ideas and information	28/52	33/52	22/52
Makes connections between personal experience and the ideas and information in the reading selections	22/38	25/38	17/38
Reading Selection Type			
Information (e.g., explanation, opinion)	34/56	39/56	27/56
Graphic (e.g., graph, schedule, instructions)	17/31	20/31	14/31
Narrative (e.g., story, dialogue)	21/38	24/38	17/38

Note: The scores shown are the average number of points received proportional to the total points available for that reading skill or selection type. Comparisons between skills and selection types and with previous years are not supported by assessment design. However, school and board comparisons with provincial results are appropriate.

Writing, October 2004

The following four tables summarize student performance on each of the writing tasks. Results are shown separately for students who passed the writing component of the OSSLT and those who did not.

Summary	All Previously Eligible Students	Successful	Not Successful
Classification of Student Response	# = 24 446	# = 12 752	# = 11 694
• Accurately captures the main idea and at least two supporting details from the original in an organized manner	55%	76%	31%
• Captures only two ideas* from the original, with lapses in organization	20%	20%	20%
• Captures only one idea* from the original, and/or errors prevent clear communication	5%	2%	8%
• Blank or illegible	12%	1%	25%
• Irrelevant content or off task: not a summary	8%	1%	16%

Note: Percentages in tables may not add up to 100%, due to rounding.
* May or may not include the main idea.

Paragraphs Expressing an Opinion	All Previously Eligible Students	Successful	Not Successful
Classification of Student Response	# = 24 447	# = 12 750	# = 11 697
• Express a clear opinion with sufficient supporting details, in an organized manner	64%	85%	42%
• Express an unclear opinion with insufficient supporting details and/or lapses in organization	23%	14%	32%
• Express an unsupported opinion, and/or errors prevent clear communication	9%	1%	17%
• Blank or illegible	3%	0%	6%
• Irrelevant content, off topic or off task: not an opinion	1%	0%	2%

Note: Percentages in tables may not add up to 100%, due to rounding.

News Report	All Previously Eligible Students	Successful	Not Successful
Classification of Student Response	# = 24 451	# = 12 753	# = 11 698
• Presents sufficient information, in an organized manner	72%	92%	49%
• Presents insufficient facts and information partly in the form of a news report with lapses in organization	17%	7%	27%
• Presents unrelated facts and information partly in the form of a news report, and/or errors prevent clear communication	0%	0%	1%
• Blank or illegible	7%	0%	15%
• Irrelevant content, off topic or off task: not a news report	4%	0%	8%

Note: Percentages in tables may not add up to 100%, due to rounding.

Information Paragraph	All Previously Eligible Students	Successful	Not Successful
Classification of Student Response	# = 24 450	# = 12 752	# = 11 698
• Organized around a clear main idea and including at least four supporting details from the list provided	51%	72%	29%
• With errors and lapses in paragraph structure and fewer than four details related to a main idea, from the list provided	34%	26%	42%
• Without a main idea, and/or errors prevent clear communication	6%	2%	10%
• Blank or illegible	7%	0%	14%
• Irrelevant content, off topic or off task: not in the form of an exposition	2%	0%	4%

Note: Percentages in tables may not add up to 100%, due to rounding.

Students' Learning Environment

	October 2002		October 2003		October 2004	
	Female # = 13 969	**Male** # = 20 465	**Female** # = 20 026	**Male** # = 25 828	**Female** # = 15 693	**Male** # = 22 085
Percentage of previously eligible students indicating that						
they have a computer at home	84%	82%	93%	93%	90%	90%
they use the computer almost every day for school work	This question was not asked.		32%	29%	27%	24%
they read English outside school for more than three hours a week (not counting homework)	26%	24%	25%	22%	25%	22%
they read the following kinds of material outside school most weeks:						
• non-fiction books, e.g., biographies	20%	15%	24%	20%	24%	20%
• comics	22%	31%	23%	32%	21%	30%
• Web sites, e-mail, chat messages	69%	63%	73%	65%	69%	61%
• letters	53%	23%	49%	23%	43%	22%
• magazines	79%	64%	80%	65%	78%	62%
• manuals, instructions	11%	24%	14%	25%	13%	23%
• newspapers	47%	49%	44%	48%	43%	46%
• novels, short stories, other fiction	51%	28%	51%	30%	50%	30%
• poetry, song lyrics	48%	24%	54%	29%	59%	38%
• religious or spiritual readings	14%	10%	16%	11%	15%	11%
they have the following English-language materials at home:						
• dictionaries, encyclopedias (print or electronic)	This question was not asked.				79%	73%
• books					83%	74%
• newspapers					73%	70%
• magazines					80%	72%

Note: Percentages in tables may not add up to 100%, due to rounding.

	October 2002		October 2003		October 2004	
	Female # = 13 969	**Male** # = 20 465	**Female** # = 20 026	**Male** # = 25 828	**Female** # = 15 693	**Male** # = 22 085
Percentage of previously eligible students indicating that						
they write in English outside school more than three hours a week (not counting homework)	28%	23%	26%	21%	27%	22%
they do the following types of writing outside school most weeks:						
• e-mail messages, chat-room conversations	79%	73%	86%	81%	84%	79%
• letters, journals, diaries	59%	14%	62%	18%	58%	18%
• notes, directions, instructions	43%	27%	37%	29%	37%	27%
• song lyrics, poems	34%	22%	41%	28%	41%	28%
• stories, fiction	13%	9%	16%	12%	18%	12%
• work-related writing	25%	24%	37%	36%	37%	36%

Note: Percentages in tables may not add up to 100%, due to rounding.

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Education
Quality and
Accountability
Office

Education Quality and Accountability Office
2 Carlton Street, Suite 1200
Toronto ON M5B 2M9

Telephone: 1-888-327-7377

Web site: www.eqao.com